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This study demonstrates the feasibility of anticating the number, location, arrival time, and duration of the stay of migrant workers in order to plan a proper program for children. The data suggests that schools should plan for a migrant population educationally retarded from 1-4 years, with the range advancing with the age, inability of many to speak English well. The Curriculum Guide lists books of high interest and low vocabulary level. Advantages of institutionalized education are the enhancement of learning and the continuity of the educational program, which was not available in the formerly sectarian controlled migrant schools. Employers should influence parents to send children to public schools, as financial support is available. Administrators should not be told that educating the migrant child is the same as educating the average child, but neither should they view the project as hopeless or impossible. The education of the migrant child is a responsibility of responsible society.

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EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS IN WISCONSIN

Cooperative Research Project No. 1202

Thomas W. Walton
and
Herbert H. Lindsey

THE UNIVERSITY OF WISCONSIN

ED001098

EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS IN WISCONSIN

Cooperative Research Project No. 1202

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The University of Wisconsin
Madison

1963

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education & Welfare

FOREWORD

Four years ago Professor Donald R. Thomas, a faculty member at that time of the University of Wisconsin, launched Phase I of this study. His concern was with the neglect of children whose parents migrate seasonally to remain employed. It seemed to Professor Thomas that the more immediate problem was to get advanced notice of the appearance of children and obtain information about their progress in school, in order to make educational efforts in their behalf effective. This meant spending as little time as possible on diagnosis and placement. In order to have such information in advance, a system of predicting the arrival of specific children in specific locations had to be designed. It was to the solution of this problem that Professor Thomas directed his attention. The results are contained in the Phase I Report.

Having established the possibility of predicting movements of children, the next step was to repeat the procedure. The purpose of this replication was seen as two-fold: (1) to refine the procedure and (2) to obtain a second-order check of the validity of its results. With confidence in the procedure established, the third step was to look more closely at the educational attributes and abilities of migrant children and to dig for the common and the unique problems of teaching such children. Moreover, it was postulated that the community sets limits to the education available to migrant children; that the attributes and attitudes of local residents must be reckoned with. Out of these inquiries a series of experiments were seen as emerging; classroom experiments with the substance and the techniques of education suited to the migrant child.

A problem arose during the course of this investigation which required a readjustment of plans. The calendar year corresponds most closely to the migration cycle followed by seasonal agricultural workers. Since the project was financed on the fiscal year, its inauguration came in the middle of a cycle, as did also its expiration. Consequently, we chose to plot the spatial and temporal patterns of movement during the 1962 calendar year and to gather data about educational needs and community attitudes in the midst of the cycle.

This report contains an account of the prediction replication and exploratory inquiries into the matters of these children's educational needs and communities' receptivity to the prospects of their education. Professor Walton devoted his attention to the latter two concerns and Mr. Lindsey to the first. In addition, many persons have shared their time and information with us and to all of them we are most grateful.

A number of agencies were most cooperative in supplying information and helping with plans and arrangements. Included are local school officials and teachers in Texas; the Texas Education Agency, Texas State Employment Commission, the Archbishop, Arch-diocese of San Antonio, the

Rev. Richard Gilsdorf, St. Joseph's Catholic Church, Sturgeon Bay, Wisconsin State Employment Service, Governor's Committee on Migratory Labor, and Governor's Commission on Human Rights, Wisconsin Department of Public Instruction, the growers and canners of Wisconsin, local school officials in Wisconsin -- and last, but certainly not least, the crew leaders of the work groups. To all these individuals and agencies we extend our thanks.

Howard E. Wakefield, Director
Cooperative Educational Research and Services

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Chapter 1

INTRODUCTION

Seasonal workers make an important contribution to the agricultural sector of our national economy. This contribution is particularly important to the economy of states in which agriculture provides a large share of the total income. More than 500,000 domestic migrant workers are engaged in the production of crops in the United States today.[1] Including dependents, approximately two million American citizens are directly involved in a life of agricultural migrancy.[2] Wisconsin, which ranks high in agricultural output, used a yearly average of 11,000 out-of-state seasonal migrant workers during the past eleven years to help with the planting, cultivating, harvesting, and canning of cucumbers, cherries, sugar beets, and other market crops.[3] As farming techniques have become more mechanized and crops more specialized, demands for labor have also become more intensified, but on a shorter-term basis.

The demand for migrant workers is greatest in the production of crops requiring high numbers of laborers at harvest time. Demand for their labor is of a short duration. Workers usually do the kinds of work that local residents may find less attractive both occupationally and financially and are less willing to do. Some migrant workers stay for only a few days and some stay as long as six months in Wisconsin. Generally, seasonal agricultural workers travel from place to place in search of work. They leave their home states out of economic necessity. Without their assistance, farmers would often be faced with higher labor costs or crop losses.

Many hardships, unmet needs, and problems of grave social concern are associated with agricultural migrancy. Many of these problems are connected with the composition of the work groups. Accompanying the workers is a large number of their children. Since a sizeable part of the year is spent in different places and in traveling from locality to another with their parents, the education of many children is thus hampered or neglected. Very often the children are taken out of school before the school term is over and return to their home bases after the new school term has begun. Rarely does the education of even a few follow a logical and consistent pattern. Consequently, many of the children fall behind in their educational progress and quit school entirely at an early age.

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[1] United States Dept. of Labor, Bureau of Employment Security, Hired Farm Workers in the United States, BES No. R-200, Washington, D. C., June 1961, p. 30.

[2] U. S. Congress (87th Congress, 1st Session), Senate Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, The Migratory Farm Labor Problem in the United States, Report No. 1098, Washington, D. C., 1961, p. 1.

[3] Wisconsin State Employment Service, Migratory Labor in Wisconsin Agriculture, 1960, Madison, Wisconsin.

A few states such as Pennsylvania, Colorado, New York, and California are taking significant and effective measures to cope with the problems of educating children of migrant workers. Unfortunately, the problems of educating migrant children described in a report of the United States Office of Education a decade ago are generally observable today.[4]

> The educational problems inherent in migrancy are of grave concern to many States. . . The problems of educating these children at many points run counter to the traditional and legally established educational policies and programs of the States and of the Nation; they entail extremely complex social and economic implications; they are both State and interstate in nature and frequently permitted to go unmet because the children are thought of as belonging to another community or another State. The migrant children have the lowest educational attainment of any group in the Nation. They enter school later, attend fewer days, show greatest retardation, achieve the least progress, drop out of school earliest, and constitute the largest single reservoir of illiterates.

Hopeful signs for the education of the children of migratory workers are beginning to be seen. Public concern is growing. Moreover, the United States Congress and the legislative bodies of several states are enacting laws designed to focus attention on such problems. On December 14, 1959, a joint resolution (Jt. Res. No. 111S) was adopted by the Wisconsin Senate, the Assembly concurring, affirming the State's intention to "Meet its responsibilities for helping create, develop, and maintain an effective education program . . . for the children of migrant workers in Wisconsin."

A significant step forward was taken with passage of the Migrant Health Act (Public Law 692) by the 87th Congress. This Act authorizes federal grants to stimulate and support health programs in localities employing large numbers of migratory farm families. These grants will help to support public and private clinics and improve health conditions among such families.

In 1961 the Wisconsin Legislature passed Bill 48A which enables local school districts, with state financial support, to operate summer schools. Although optional for local school districts, this enablinglegislation has been broadly interpreted to include the children of seasonal agricultural workers who may be residing within the school district during the operation of the school.

Closer attention has also been given to child labor laws. The accomplishments with respect to child labor in Wisconsin have been documented in a publication of the Governor's Commission on Human Rights.[5] While the authority to restrict the employment of Wisconsin children under age 16 in commercialized agriculture has been on the books since 1925, it was exercised only once prior to 1960. At that time, age 12 was set as the minimum for the crops specified in the original regulation -- i.e., sugar beets, cranberries, gardening done by canners, cherries, and market gardening.

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[4] United States Office of Education, Federal Security Agency, Report of Regional Conferences on Education of Migrant Children, Washington, D. C., 1952, p. 1-2.

[5] E. B. Raushenbush, The Migrant Labor Problem in Wisconsin, 1962, p. 30-33.

The document mentioned above identifies weaknesses in the present Industrial Commission orders governing child labor, one of which is allowance for the concern of Texas Mexicans to have their children in the field with them. In effect, the provision is that the presence of children under 12 in the place of employment if for the purpose of supervision is not prohibited. This problem of supervision of children of migrant parents is closely related to the collateral problem of educating these children.

Although there is evidence that responsible official and nonofficial organizations show an intent to move ahead with educational programs for migrant children, officials and educators generally are still bothered by lack of knowledge of the location of migrant children which will enable them to make adequate educational and logistical assessments required of a sound educational program.

This project is a continuation of the research initiated by Professor Donald R. Thomas,[6] formerly of the University of Wisconsin, with the assistance of a federal grant. Three obstacles which Professor Thomas found in his preliminary investigation to be blocking attempts to provide education for seasonal agricultural migrant children outside their home communities are: (1) difficulties of predicting the movement of specific children in the dimensions of time and space; (2) the short-term character of seasonal agricultural work; and (3) the difficulty of setting financial responsibility for the education of the children of non-residents. Addressing himself to the first condition, Thomas' research placed emphasis upon two objectives: (1) predicting the time and place of arrival in Wisconsin of specific migrant children and (2) gathering educational information on these children in advance of their arrival.

The methodology devised by Thomas consisted of:

(1) Usage of the federal Annual Worker Plan to identify work groups or crews expected to travel to Wisconsin.

(2) Construction of a children-in-crew form[7] for attachment to the migratory worker employment record forms (ES 369's),[8] on which crew leaders and/or family heads were asked to list every child of school age (from six to under 16) who would accompany the crew or work group.

(3) Construction of an educational assessment form,[9] to be sent to the home school district or appropriate school official of each child of school age listed as accompanying the crew.

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[6] For a report of this research, see Donald R. Thomas, Determining An Effective Educational Program for Children of Migratory Workers in Wisconsin (Phase I). Madison: The School of Education, The University of Wisconsin, 1961.

[7] See Appendix A.

[8] See Appendix B.

[9] See Appendix C.

(4) Prediction of arrival, duration of stay, location, and educational strengths and weaknesses of these children, with field observations made to verify or refute the prediction.

In his study, the coverage of migratory workers and their children was limited to those identified on Migratory Labor Records (See Appendix B) sent directly to him from the Texas Employment Agency by way of the Wisconsin State Employment Service. The findings of Thomas' study show that of the approximately one-third of the population of migrant children processed through the federal Annual Worker Plan, 66.1 percent of the children were successfully predicted to arrive at a specific place at a specific time. He identified five concentrations of children sufficient for school purposes: Sturgeon Bay, Wautoma, Montello, Belgium, and Hartford.[10] Thomas' work resulted in the initial establishment of a time-and-place prediction procedure of demonstrated value.

The first part of this report deals with the general problem of geographical mobility. Included are: (1) a brief consideration of the domestic seasonal agricultural migrants in Wisconsin; (2) an analysis of the geographical and temporal aspects of the movement of migrant children; (3) some factors affecting the distributional and temporal patterns of the children of agricultural migrant workers in Wisconsin;[11] and finally, (4) a report of the replication of Thomas' predictive study of specific children arriving in specific places, at specific times.

The second part of this report is an assessment of the educational needs of seasonal agricultural migrant children who come into Wisconsin. An examination is made of the educational assessment data on the migrant children who came into Wisconsin in 1962, and an evaluation is made of the educational needs of the migrant children as reported by selected Wisconsin school teachers and administrators.

In the third and final part of this report, an exploratory examination is made of community action and attitudes in connection with educational programs involving seasonal agricultural migrant children.

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[10] Thomas, op. cit., p. 39.

[11] For the original formulation of these considerations and the presentation of 1961 data, see Spacial and Temporal Patterns of the Movement of Seasonal Agricultural Migrant Children into Wisconsin, prepared by H. H. Lindsey and T. W. Walton, Madison: Cooperative Educational Research and Services, The University of Wisconsin, 1962.

PART I

SPATIAL AND TEMPORAL ELEMENTS OF THE CHILDREN OF AGRICULTURAL MIGRATORY WORKERS IN WISCONSIN

The movement and location of seasonal agricultural migrant workers, especially those with children, have long been a major obstacle to the adequate education of their children -- although other variables such as low economic and social statuses, language barriers, cultural differences, and prejudices are also often involved. The problem of geographical mobility is fundamental, since we must know where to find the children before we can begin to work on the other variables which contribute to their lack of educational opportunities, educational retardation, and high rates of school drop-outs. It is with this general problem of geographical mobility that the first part of this report deals. Included are: (1) a brief consideration of the domestic seasonal agricultural migrants in Wisconsin; (2) an analysis of the geographical and temporal aspects of the movement of migrant children; (3) some factors affecting the geographical and temporal patterns of the movement of the children of seasonal agricultural migrant workers into Wisconsin; and finally, (4) a report of the replication of the predictive study of specific agricultural migrant children arriving in specific places at specific times in Wisconsin.

Chapter 2

THE AGRICULTURAL MIGRANT POPULATION IN WISCONSIN

Since the number of migrant children coming to Wisconsin is connected with their parents' movements, a comprehensive study of their location and number must of necessity be prefaced by a brief consideration of the domestic seasonal migrant population in the state.

Definition of Seasonal Agricultural Migrant Population

A domestic agricultural migrant worker has been defined as:[1]

> "an American farm worker who performs short-term farm work, moving from one job to another during the season and finding it necessary to reside away from his own home. He may move within a state or across state lines, but his home is beyond normal daily commuting distance of the place where he works."

The total domestic agricultural migrant population would then include all such workers and their dependents who are within a specified area at a given time. However, the migrant population herein discussed is restricted to domestic migrants who traveled across a state line into Wisconsin, i.e., interstate domestic seasonal agricultural migrants. We follow this procedure because Wisconsin, unlike other states such as Texas and Arizona, has a negligible number of permanent residents who move within the state "following the crop". Even so, the small number of children of migrant agricultural workers who are regular citizens of Wisconsin participate in the regular educational programs of localities in the state in which they reside when regular schools are in session. These children of resident agricultural migrants are thus afforded educational opportunities, and it is for this reason that we feel justified in omitting a consideration of the agricultural migrant workers and their children who are regular residents and reside in Wisconsin throughout the year.[2]

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[1] U. S. Dept. of Health, Education, and Welfare, Social Security Administration, Children's Bureau, Children in Migrant Families, A Report to the Committee on Appropriations, United States Senate, 87th Congress, 1st Session, Dec., 1960, U. S. Government Printing Office, Washington, D. C., 1961, p. 6.

[2] The school attendance of such children would normally be enforced through the administrative apparatus within the respective school districts. At the same time, we are aware of the problem of school attendance enforcement and its seriousness in states having a sizeable number of agricultural migrant children during the regular sessions. But for Wisconsin, we do not visualize the problem of school attendance enforcement as being beyond solution through the vigorous application of the present techniques under the existing state and local laws.

Ideally, it would be desirable for educational purposes to have such basic demographic data as the size, composition by age and sex, marital status, place of origin and of destination, arrival and departure time of the seasonal agricultural population in Wisconsin at a given time. In practice, the total population of inter-state domestic seasonal migrants who come into Wisconsin is difficult to enumerate, and at best the figures given are approximations. The high mobility of this population makes for great difficulties in counting, especially when it reaches its highest density during the harvest seasons. Furthermore, other sues to which funds may be allocated far outweigh the prohibitive expenses of a special annual census of the agricultural migrant population. An approximation to the total population of agricultural migrant workers and their children is obtained by a count of the workers and their children coming into Wisconsin under the Annual Worker Plan, which will be discussed later.

According to a Wisconsin State Employment Service spokesman, the registration coverage of the interstate domestic seasonal agricultural migrant in Wisconsin is currently about 95 percent. It is said that the remaining five percent is usually scattered in farm areas throughout the state, e.g., in areas other than those with a concentration of migrant workers and where the size of the staff in the district Wisconsin State Employment Service offices does not permit an extensive field search of the migrant workers.

The figures provided in this report are not as of a given date or of a given week, but they represent a count of seasonal agricultural migrants during the year. Cumulative figures enabling us to say that a given number of migrants are in the state as of a given date are not provided in our tabulations. A crew of migrants coming into the state is counted only once.

"Children" in this report refers to those persons under 16 years of age traveling with their parents. However, it is known that many of the young family members of migrant workers help them in the fields. Official awareness of this fact is documented in a recent report.[3]

> "....Migrant workers, as well as their employers, consider any individual who has reached the age of 14 as a worker. When the employer pays for transportation to the place of employment, a payment is made to 'all workers 14 years of age and over'. Employer pre-season estimates of labor requirements and their in-season reports on migrant worker employment are invariably based on the inclusion of the 14 year old migrant as a worker and not as a non-working dependent. In classifying migrants by age, a revision from 16 to 14 would result in more accurate and realistic labor market reporting."

Some reports on migrant education include persons up to the age of 18 years as "children". For the purpose of planning educational programs for migrant children at this time, it is our judgment that the group under 16 years of age is the most crucial. In support of this judgment, we have noticed that young people of 16 and 17 years of age among the migrant groups are full pledge work members, that many have completely dropped out of school by that age, and that school attendance laws do not prohibit persons of those ages from employment during school sessions. It may be pointed out that the age at which persons enter the labor force or labor market is culturally and socially conditioned, and as more value and emphasis are placed upon education by the migrant workers and their children, their entrance into the labor force may be postponed in favor of additional training and education. With such development, then it would be significant for school planning to take persons up to 18 years of age into consideration as part of the migrant "children" population. It may be justly noted that information from the children-in-crew forms showed scores of young migrant people of 16, 17, and 18 years of age who were reported as being enrolled in school before leaving Texas.

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[3] Wisconsin State Employment Service, Fact Sheet: Migratory Workers in Wisconsin-1962, Madison, 1960, p. 1.

Federal Annual Worker Plan

The Annual Worker Plan makes feasible certain of the data acquired for this report. It was by means of this program that we strove to give specific information on the general location of migrant children in the state and to demonstrate a procedure that may be used by other interested state or official bodies to obtain more specific and reliable data on migrant children through an existing governmental establishment.

Nation-wide in scope, the Annual Worker Plan is a cooperative employment service program introduced by the United States Bureau of Employment Security in 1954. Its aim is to provide continuity and stability of employment for seasonal migrants approaching year-round work. Under this program, migrant workers achieve continuity of employment by the pre-season and in-season scheduling of a series of jobs in seasonal agriculture with specific employers. This operation requires close cooperation among State Employment Service Agencies in the states needing the labor and those states supplying the labor. A migrant work group leaving its home base may be scheduled to work in several states before completing the trip back home.

Both employers and migrant workers benefit from the program. Several months in advance of the actual need for the farm workers, employers place "firm" job orders with the employment service agency in their state. These orders are cleared and forwarded to the states in which a supply of labor is expected to be available. Since employer job orders specify the number of workers required, the date of need, and the duration of employment, the employment service agency in the state supplying the labor is able to prepare a schedule of employment which enables the workers to travel from one job to another with a minimum loss of time and earnings. Ideally, this pre-season scheduling is accomplished before the migrant workers leave their home state so that they are assured a full season of employment covering the entire period of their migration. Likewise, it ensures the employer the requisite number of workers at the time and place needed.

All migrant workers have not taken advantage of this service; nor, for that matter, have all employers of migrant labor utilized the service. But public employment service agencies have been able to organize the movement of a considerable proportion of migrant labor in seasonal agriculture and have markedly reduced the chaotic and haphazard movement of migrants which prevailed before the program was instituted.[4] As more workers and employers have participated in the program, there has been an increasingly orderly movement of workers to jobs in places where they are needed.

Total Domestic Agricultural Population

A total of 14,456 persons comprised the domestic agricultural migration population in Wisconsin in 1962 as reported by the Wisconsin State Employment Service through the operation of the federal state Annual Worker Plan.[5] Of the total migrant population, 10,785 migrant workers in 729 work groups were employed in seasonal agricultural activities and related food processing. The remainder consisted of 3,671 migrant children under 16 years of age who accompanied the work groups. For Wisconsin, approximately one-fourth to one-third of all domestic migrant individuals are children under 16 years of age. The ten year average (1952-1962) of seasonal agricultural workers employed in Wisconsin is 11,000.

Composition and Origin of Migrant Population

The vast majority of these individuals, comprising a segment of the mid-continental streams,[6] originated or came directly from the state of Texas. They are Spanish-speaking migrants born in the United States of Mexican ancestry. In fact, 8,376 workers in 639 groups were Spanish-speaking migrants from Texas in 1962. Although migrants originated from Mississippi, Missouri, Arkansas, Louisiana, by far the greatest number of migrants who came to Wisconsin claimed Texas as their home state. Wisconsin is one of several states which draw upon the large reservoir of agricultural farm labor from the southern tip of Texas.

A significant characteristic, especially for educational programs of migrants coming to Wisconsin, is that much of the movement involves single family groups or two or more family groups moving together. Groups comprising a single family constituted 399 of the 729 units and an additional 298 groups were composed of two or more families. The single family groups comprised 2,194 workers and 1,106 children under 16 years of age; crews comprising two or more families accounted for 8,184 workers and 2,565 children. Only 32 units were non-family which represented 407 workers, predominantly male, and no children. For every ten adult workers, there were three migrant

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[4] See Samuel Liss, "Recruiting Migratory Workers for Seasonal Employment in Agriculture", in U. S. Congress (82nd, 2nd Session), Senate Committee on Labor and Public Welfare, Migratory Labor, Part 2, Hearings before the Subcommittee on Labor and Labor-Management Relations, pp. 967-983. For a more dramatic presentation, see John Steinbeck's, Grapes of Wrath.

[5] Unless otherwise noted, we are indebted to the Wisconsin State Employment Service for these and related figures which are to appear in its forthcoming, Migratory Labor in Wisconsin Agriculture - 1962.

[6] For a study of the socio-economic characteristics of migrants comprising this stream, consult U. S. Dept. of Agriculture, Agricultural Research Service in cooperation with Texas Agricultural Experimental Station, Migratory Farmworkers in the Midcontinent Streams, Production Research Report No. 41, 1960.

children under 16 years of age. In the single family groups, the ratio was approximately two adult workers to one child under 16 years of age. From these data it is clear that migrants coming into Wisconsin are primarily of the family type. Hence, it is this particular type of work group which accounts for the large proportion of children accompanying the work groups. According to field observations, the family work groups come almost exclusively from Texas. The crews from Missouri, Louisiana, and states other than Texas appear to be composed of adult workers.

Farm workers with children in areas of low income and intermittent agricultural employment find the economic stimulus to migrate particularly strong. In a study of the incomes of migrant workers in their home bases located in southern Texas it was reported that -- [7]

> "the size of the family is associated with the need to migrate. When the family becomes too large for earnings of one worker to support them all, he looks for work in which other members can contribute to the family income. Conversely, families quit migrating when enough members obtain local employment and it no longer pays them to migrate."

The design of the data instrument used in the Annual Worker Plan program does not enable us to obtain information on the sex and single age groups of the children under 16 years of age.

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[7] William H. Metzler and Frederic O. Sargent, Incomes of Migratory Agricultural Workers, Texas Agricultural Experimental Station, Bulletin 950, March 1960, p. 3.

Chapter 3

EXPECTED NUMBER, DISTRIBUTION, AND ARRIVAL TIME OF MIGRANT CHILDREN IN WISCONSIN: 1962

Since the publication of the Thomas study, inquiries have been made concerning the total number of seasonal agricultural migrant children expected in the state of Wisconsin, of their locations, and the time of their arrival. As a recognition of these inquiries and as a by-product of the replication of the prediction study, we acquired Migrant Records (ES 369's) sent to us from other states via the Wisconsin State Employment Service concerning migrant groups scheduled to arrive in Wisconsin. From such data we are now able to show the general distribution of a greater proportion of the migrant children in Wisconsin than those included in the original prediction study.

The merit of this presentation is that a more comprehensive picture is provided of the seasonal agricultural migrant children coming into Wisconsin, the expected time of their arrival, and their general locations. State Employment Service reports also based on the Annual Worker Plan normally focus on the workers and passingly take note of their accompanying children. These reports, furthermore, do not provide detailed information on the location of the workers nor of their children. In supplementing the prediction study, we hope to provide a more general framework for assaying and comparing the inflow of migrant children expected on the basis of the children-in-crew lists with the total number of migrant children in the state.

Data and Methodology

In an attempt to encompass all seasonal migrant children expected to arrive in Wisconsin in 1962, the source of data used in this section of the report is based on Migratory Labor Employment Records (ES 369's) sent to the project from all state employment services participating in the Annual Worker Plan through the Wisconsin State Employment Service. The 369's constitute part of a reporting system so arranged that each state will receive a copy of a migratory labor employment record of a work group scheduled to work within its scope of operations. As far as we can determine, the records are completed by personnel of the employment service in conjunction with an interview involving the leader and/or family head of the particular work group. Normally, such personnel are regular, trained employees of the employment services and presumably contribute a minimum to errors on the forms. We have at our disposal no way of checking the quality of the information given to the interviewer or of the quality of the recording procedures. However, it is important that we maintain an alertness to all sources of error in observing, collecting, processing, and analyzing data. The quality of data sets the limit of reliability and interpretation of findings of the study.

Although we know that the majority of the migrant workers in Wisconsin claimed Texas as their home base, the proportion of the migrant workers tallied from the ES 369's sent directly from Texas was relatively small. However, the 369's received from the majority of the other states had leaders and/or family heads listed with Spanish surnames and their home addresses were indicated as being in Texas. The evidence would lead us to conclude that many of the workers left Texas without registering with the employment service there, but were later registered by employment services in other states which scheduled them for work in Wisconsin. This contention was supported by consultation with state employment service officials in a few neighboring midwestern states. While there appears to be no competition between public and private labor recruiters, some large employers in states such as Minnesota or North Dakota may send private recruiters to Texas. The private recruiters contact and register the workers, usually through a leader who has worked for the same employer during the previous year, and ask them to go by the local employment office so that an employment record may be filled out. Many of these leaders and/or family heads of work groups never show up at the local employment office in Texas, and later in the spring move on to Minnesota or North Dakota to fulfill their obligations. It is only later that field representatives of the Employment Service Agency in the respective states seek and register these workers, to confirm the arrival of others, and assist them in further employment assignments.

Furthermore, a sizeable number of migrants who leave Texas and a few other labor supply states are "freewheelers". This label characterizes migrants who leave their home base without prior job commitments, and travel across the country - following known crop schedules - in the hope of finding jobs. Some of these work groups are new entrants into the seasonal migrant stream who are unaware of the Annual Worker Plan. Many of these workers are later registered and employment records are made out and forwarded to Wisconsin if the work group includes Wisconsin on its itinerary. Many of these freewheelers may come directly to Wisconsin from Texas and other states and thereby constitute one of the principal sources of error in estimating the expected seasonal migrant population in Wisconsin during a given year.

The expansion of the coverage of seasonal agricultural migrant workers and their accompanying children under the Annual Worker Plan has significance for securing reliable data and for the developing procedure of trying to anticipate the number of children arriving in a given community or location. We figure that if the majority of migrants coming to Wisconsin originate from a common-source state, or group of counties in a state, then we are in a convenient position to establish lines of communication with official and unofficial agencies and/or personnel connected with this movement and communication with the migrants is particularly facilitated. A long-run objective, it seems, would be to secure the registration of the migrants before they leave Texas and other labor supply states.

For the most part, all of our contacts with officials in labor supply states have been those located in Texas. We think that the increased registration of migrant workers and their children prior to their leaving Texas may be accomplished by directly explaining the nature of the research project and thereby soliciting the cooperation of private recruiters. We take note of the fact that some private recruiters of employers in Minnesota and North Dakota are cooperating with school officials in local areas of their respective states by providing information on the migrant children of school age. However, since this would involve additional effort, money, and time of private recruiters and of migrant workers, we do not feel justified in approaching them on purely research grounds until such time that concrete benefits in the form of educational opportunities are available for migrant children during their stay in Wisconsin. On the other hand, it should be noted that most of the migrant children arrive in Minnesota and North Dakota during the regular school session, but most of the children arrive in Wisconsin during summer when the regular school sessions are over or practically over.

We should emphasize that two sets of data on the seasonal agricultural migrant population may be derived from the Migratory Labor Employment Records. The first set may be based on the expected seasonal migrant population. It is compiled from the ES 369's which are sent ahead of the migrants to let a given state employment service know of the commitments to jobs or requests for commitment to jobs of migrant workers coming to a particular state. In some instances, no firm job commitments have been made to the work group, but indications are made of the group's availability for work. However, there may be any number of possibilities which may prevent a migrant work group from showing up in the intended state of destination. On the other hand, the second set of data on the migrant population may be based upon the actual registration of the migrant work groups in the fields and canning facilities or local offices by representatives of the respective state employment service. These two sets of data have interesting research possibilities. It is through a check of their expected arrival with the actual arrival of work groups that confirmation may be made of work groups actually arriving in a given state as scheduled. In the original formulation of the project proposal, the first notion of the migrant population was agreed upon and is followed in most of this report. Although, for some purposes, one may wish to employ the data obtained from the actual registration of the work group. The data reported by the Wisconsin State Employment Service is based upon the actual registration of the work groups.

Classification and Tabulation

Shown in Table 1 are data compiled from the Migratory Labor Employment Records (ES 369's) sent to the research project from all state employment services via the Wisconsin State Employment Service as prearranged. From Item 5 on the ES 369's, data are provided on the count of individuals which include total number of individuals, total under 16 years of age, and a breakdown of the total number of persons over 16 years of age by sex. Item 10 of the ES 369's enables us to secure information on the pattern of employment during the current year for each registered work group. Such information includes: (1) past, present, and future employment; (2) approximate beginning and ending date of each period of employment; (3) name and address of each employer; and (4) the type of crop activity associated with the employer.on the basis of the combined data from Items 5 and 10 of the ES 369's, the total number of children under 16 years of age is cross-classified by the area into which they are expected to arrive (based on the address of the employer) and the expected month of arrival (based on the beginning of the employment record.

This procedure is based upon the assumptions that the ES 369's are reliable and that work groups do not change their composition during the current employment cycle, i.e., during the period of departure and return to their home base. On the basis of our attempts in previous field work to

Table 1

EXPECTED INFLOW OF SEASONAL AGRICULTURAL MIGRANT CHILDREN UNDER 16 YEARS OF AGE INTO WISCONSIN, BY AREA OF DESTINATION AND MONTH OF ARRIVAL: 1962

AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Abrams	-	-	-	-	-	-	-	-	-
Almond	70(5)*	-	-	-	-	69	1	-(5)	-
Antigo	-(62)	-	-	-	-	-	-(12)	-(46)	-(4)
Arnott	-	-	-	-	-	-	-	-	-
Bailey Harbor	65(14)	-	-	-	-	65(14)	-	-	-
Bancroft	-	-	-	-	-	-	-	-	-
Baraboo	1	-	-	-	-	1	-	-	-
Bear Creek	-	-	-	-	-	-	-	-	-
Beaver Dam	5	-	-	-	5	-	-	-	-
Belgium	86(28)	-	-	10	59	17	-(22)	-(6)	-
Berlin	72	-	6	58	-	8	-	-	-
Big Falls	-	-	-	-	-	-	-	-	-
Black Creek	-	-	-	-	-	-	-	-	-
Caledonia	8	-	-	-	-	-	8	-	-
Cambria	21	-	-	3	14	-	4	-	-
Cambridge	-	-	-	-	-	-	-	-	-
Chilton	-	-	-	-	-	-	-	-	-
Clearwater Lake	-(4)	-	-	-	-	-	-(4)	-	-
Cleveland	12	-	-	-	-	12	-	-	-
Clyman	18(3)	-	-	-	18(3)	-	-	-	-
Coloma	35	-	-	-	-	7	28	-	-
Columbus	27	-	-	-	27	-	-	-	-
Crystal	-	-	-	-	-	-	-	-	-
Custer	16	-	-	-	-	16	-	-	-
Deerfield	-	-	-	-	-	-	-	-	-
Delavan	2	-	-	-	-	-	2	-	-
Eagle River	-	-	-	-	-	-	-	-	-
Egg Harbor	13	-	-	-	-	4	9	-	-
Elkhorn	4	-	-	-	4	-	-	-	-
Ellison Bay	129(1)	-	-	-	31	98(1)	-	-	-
Endeavor	5	-	-	5	-	-	-	-	-
Fall River	43	-	-	-	43	-	-	-	-
Fish Creek	44	-	-	-	-	36	8	-	-
Ft. Atkinson	-	-	-	-	-	-	-	-	-
Fox Lake	-(8)	-	-	-	-	-	-	-(8)	-

Table 1 (Continued)

AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL March	April	May	June	July	August	September	October
Freedom	14	-	-	14	-	-	-	-	-
Gillrock	-	-	-	-	-	-	-	-	-
Green Bay	244(28)	-	-	41	11	130	62(9)	-(19)	-
Hancock	75	-	-	-	-	32	43	-	-
Harrisville	48	-	-	-	-	24	24	-	-
Hartford	78(4)	-	-	6	60	8	4(4)	-	-
Hilbert	-	-	-	-	-	-	-	-	-
Hilbourn	-	-	-	-	-	-	-	-	-
Institute	-	-	-	-	-	-	-	-	-
Iron Ridge	10	-	10	-	-	-	-	-	-
Jefferson	-	-	-	-	-	-	-	-	-
Kansasville	-	-	-	-	-	-	-	-	-
Kenosha	16(19)	-	2	-	-	-	14(14)	-(5)	-
Kewaunee	75	-	-	-	75	-	-	-	-
Krakow	1	-	-	-	1	-	-	-	-
Lake Mills	17	-	17	-	-	-	-	-	-
Lena	43(13)	-	-	-	-	30	13(13)	-	-
Lima Center	-	-	-	-	-	-	-	-	-
Lomira	-(15)	-	-	-	-	-	-(15)	-	-
Malone	-	-	-	-	-	-	-	-	-
Manawa	-	-	-	-	-	-	-	-	-
Manitowoc	9	-	-	-	8	1	-	-	-
Markesan	-	-	-	-	-	-	-	-	-
Mayville	15	-	-	-	15	-	-	-	-
Menomonie	-	-	-	-	-	-	-	-	-
Milwaukee	-	-	-	-	-	-	-	-	-
Montello	135	-	9	34	92	-	-	-	-
Neshkoro	63	-	-	-	33	16	14	-	-
Neva	-	-	-	-	-	-	-	-	-
New Richmond	12	-	-	-	12	-	-	-	-
Oakfield	-	-	-	-	-	-	-	-	-
Oconto	178(14)	-	-	-	-	137(3)	41(11)	-	-
Palmyra	-	-	-	-	-	-	-	-	-
Plainfield	73	-	-	-	-	34	34	5	-
Portage	69	-	-	-	-	16	53	-	-
Poy Sippi	-	-	-	-	-	-	-	-	-
Princeton	-	-	-	-	-	-	-	-	-
Racine	-(5)	-	-	-	-	-	-(5)	-	-
Randolph	4	-	-	-	-	-	4	-	-
Random Lake	-	-	-	-	-	-	-	-	-

Table 1 (Continued)

AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Red Granite	208	-	-	7	14	155	32	-	-
Rice Lake	-	-	-	-	-	-	-	-	-
Sheboygan	-(10)	-	-	-	-	-	-(10)	-	-
Shilton	2	-	-	-	-	2	-	-	-
Shiocton	-	-	-	-	-	-	-	-	-
Sister Bay	94(2)	-	-	-	4	90(2)	-	-	-
Sparta	106	-	-	-	-	14	92	-	-
Starchen Berry	-	-	-	-	-	-	-	-	-
Stevens Point	4	-	-	-	-	-	4	-	-
Sturgeon Bay	1,704(99)	-	-	13	23	1,415(99)	249	-	4
Sussex	2	-	-	2	-	-	-	-	-
Theresa	5(3)	-	-	-	5	-	-(3)	-	-
Union Grove	23	-	23	-	-	-	-	-	-
Valders	-	-	-	-	-	-	-	-	-
Wash. Island	-	-	-	-	-	-	-	-	-
Watertown	-	-	-	-	-	-	-	-	-
Waterloo	3	3	-	-	-	-	-	-	-
Waupaca	36	-	-	-	-	3	33	-	-
Wautoma	841(26)	-	-	20	55	411(22)	355(4)	-	-
West Field	-	-	-	-	-	-	-	-	-
West Grove	18	-	-	-	18	-	-	-	-
Whitewater	4	-	-	4	-	-	-	-	-
Wisconsin Dells	4	-	-	-	-	-	4	-	-
Wild Rose	32	-	-	-	-	15	17	-	-
Winneconne	-	-	-	-	-	-	-	-	-
Apples	-(10)	-	-	-	-	-	-	-	-(10)
Cherries	106	-	-	-	10	84	12	-	-
Pickles	21(5)	-	-	-	-	17	4(5)	-	-
Potatoes	1(9)	-	-	-	-	-(4)	1(5)	-	-
Vegetables	7	-	-	-	-	-	7	-	-
Various Employers	22	-	-	2	5	8	7	-	-
Unknown	-	-	-	-	-	-	-	-	-
TOTAL	5,098(387)	3	67	219	642(3)	2,975 (145)	1,183(136)	5(89)	4(14)
PERCENT	100.0	.1	1.3	4.3	12.6	58.4	23.2	.1	.1

Source: Tabulation of total number of children under 16 years of age taken from item 5 (count of individuals) on ES 369's. (Migratory Labor Employment Record) received from all state employment services which identified work groups destined for Wisconsin. Expected month of arrival and area of destination were taken from item 10 of the ES 369's.

* The number in parenthesis ( ) indicate that that number of children moved into that area after leaving another area in Wisconsin.

verify the arrival of migrant children, we noted that in some localities such as the Red Granite, Wautoma, and Green Bay areas, the name and address of the employer are not adequate for specifying the precise area of destination or location of the work groups. Wautoma and Red Granite are centers for pickle companies which recruit a large number of seasonal migrant workers through both the Wisconsin State Employment Service and their own private recruiters. Upon their arrival, the workers are then allocated or assigned by the companies to local growers who have contracted to grow and sell cucumbers to the pickle companies. Consequently, the migrant workers and their children are sent out to farms around and within the county (Waushara), but not necessarily within the limits of Wautoma and Red Granite. At any rate, the areas of destination are taken from the ES 369's as listed. Although there is some question of the validity of using the employer's address as an indication of the location of the migrant children, the problems presented are not formidable. With the cooperation of growers, pickle companies, and district offices of the Wisconsin State Employment Service, the work groups may be found through field operations and geographically located.

In field operations verifying the arrival of children in the prediction studies of 1960 and 1962, we solicited and received such cooperation. However, it must be recognized and emphasized that even though the ES 369's will give information on the general location of the migrant children within a given state, the specific and actual location of the migrant children accompanying the work groups must be based on localized operations and not entirely on the ES 369's, especially in cases such as Red Granite and Wautoma. Unlike the location of the migrant children whose parents are employed in cucumber crops in Waushara County and vicinity, those expected to arrive in Sturgeon Bay in Door County may be more easily and accurately located due to the concentration of the two largest cherry orchards in specific areas and the location of their migrant camps in adjacent areas. To some degree, the same condition prevails among a few of the cucumber growers whose sizeable acreage and large number of migrant workers housed in centralized migrant camps facilitate the identification of the employers and the location of the migrant children in their migrant camps. On the other hand, the usage of the employer's address as an indication of the location of migrant children generally shows greater validity in instances involving canning companies. This greater validity may, in part, be accounted for by the location of the migrant camp on the same site as the canning facilities, and, if not at the canning site, a centralized camp is usually located within the limits of the incorporated or unincorporated place. We encountered a few instances of employer's addresses being given by their post office addresses, but later discovered the actual location of the employers and their migrant work groups in nearby localities.

Allowance in any classification scheme has to be made for items which cannot easily be distinguished for classification purposes. A few of the ES 369's did not present specific information identifying the employer. The only information listed may be the identification of the crop activity, such as "Pickles", "Cherry Harvest", or "Various Employers". Such work groups so identified may be classified under the categories of type of crop activity and may be further classified under areas which are known specifically to specialize such identifiable crop activities. For example, the "Cherry Harvest" category may be consolidated with the "Sturgeon Bay" area. Such consolidation proved suitable in our efforts to verify the arrival of migrant children accompanying such work groups. We also discovered that some of the work groups with employers' addresses unspecified could be located through the district office to which the ES 369's are sent. Some of the leaders and/or family heads of the work groups follow a practice of registering with the district offices upon arrival within specific areas and their whereabouts are more specifically known by personnel within the district offices. On the other hand, representatives of the district offices follow a procedure of traveling in the areas of their jurisdiction to locate and register migrant groups working or seeking work within their areas of jurisdiction. Located groups are then registered by the field representative and given assistance concerning the next employment situation. These procedures all combine to reduce the unknown category and aid in estimating the number of children in a more general area and in their more specific locations.

Measures are made to show the extent of intra-state movement of the seasonal agricultural migrant children who come into Wisconsin. The numbers in parentheses ( ) indicate that the number of children expected to move into that area at that time after leaving another area within Wisconsin. For example, a crew including 16 children under 16 years of age is expected to move into Antigo (Langlade County) in August. The crew is expected to work in truck farming in the Montello area and later move to Antigo for the potato harvest. These entries in parentheses are intended to give some indication of movement of the children within Wisconsin during their stay. Such numbers of children are included in the total count only once. The figures in parentheses are independent of the figures without parentheses.

The total number of children under 16 years of age includes children under six years of age, a circumstance which impairs the data for school purposes. However, this defect may be mitigated by correcting the total number of children under 16 years of age to more nearly represent the school age, that is, six to under 16 years of age. Such correcting technique may be a reduction of the total number of children under 16 years of age in proportion to a specific criterion, e.g., by the proportion of children under six years of age of the total number of children under 16 years of the population with Spanish surnames in Texas according to the most recent census data. Or the criterion may be the proportion of children under six years of age of the total number of children under 16 derived from some other studies of migrant children that may be used as a reasonable standard of comparison. One may cautiously assume that the number of children under 16 years of age is randomly distributed throughout the single-age groups, and then adjust for the school-age population by deducting the proportion under six from the total population of migrant children under 16 years of age. Theoretically, such an assumption would imply the inclusion of newly-born babies traveling with the work groups. Actually we know that there is a tendency for babies and young children to be left entirely out of the count of individuals in the crews, resulting perhaps for their staying with relatives at the home base or for misstatements or omissions. We offer these alternatives for correcting the data on age distribution in the absence of more specific information on the age distribution of the migrant children population. However, it is our judgment that a better alternative awaits the acquisition of information on the age distribution of all children accompanying the work groups. It is believed that such an age distribution will show the possible selectivity of the age factor through migration and will facilitate a more correct adjustment of the age distributions of the migrant children population for school purposes.

Spatial Distribution of Migrant Children

A total of 5,098 migrant children under 16 years of age was expected to arrive in Wisconsin during 1962. The expected destinations of these children are shown in Table 1 as are the numbers of children expected to arrive in those areas. While the general areas of destination are sufficient to alert school officials to the estimated number of children to expect, the data do not permit a distribution of the migrant children by specific school districts. Although not revealed in this report, information is normally received ahead of the coming of the children into the state, and such information periodically being received may be assembled for a given locality. The information for a given area may enable school officials in local areas, who are assumed to have knowledge of the area, to pinpoint the exact location of children. There were at least 28 Wisconsin localities expecting to receive 25 or more migrant children in 1962 (Table 1). This represents a gain of five localities over the corresponding figures for 1961. The areas of destination are arranged alphabetically. Areas expected to receive 75 or more children in 1962 were Almond, Belgium, Berlin, Ellison Bay, Hancock, Hartford, Green Bay, Kewaunee, Montello, Oconto, Plainfield, Red Granite, Sister Bay, Sparta, Sturgeon Bay, and Wautoma (see Figure 1). Some areas within a radius of a few miles may be combined to yield a sizeable number of children for the establishment of a school.

In view of the possibility that the county may be the most feasible unit for overall planning of medical and health services, child care centers, agricultural extension services involving home demonstrations for mothers, and other activities allied with the education of migrant children, the same data in Table 1 have been reorganized by county in Table 2.

Migrant children, according to our tabulations, were expected to be distributed in about a third of the state's 72 counties. However, closer examination of the data reveal that while the distribution of migrant children in the state is extensive, high density areas of migrant children are localized. The majority of the migrant children were expected to be in Door, Waushara, Oconto, and Marquette counties.

The distributional pattern of migrant workers relates positively to the distribution of commercial crops requiring out-of-state labor. Figure 2 depicts crop areas in Wisconsin requiring out-of-state labor. However, the distribution of migrant children is more closely related to areas where commercial crops which permit the employment of family groups are grown. A comparison of the concentration of the children in Waushara County which is identified as a cucumber area to that of Grant County which is identified as a sweet corn and pea area makes our point. On the other hand, sweet corn and peas are handled mainly by machines. The harvest of peas is confined to the employment of men to pitch pea vines at viner stations and of women to work in the pea canneries. But no children are usually employed. It is to be noted that the pea and corn canneries attract most of their workers from within the state.

Time of Arrival of Migrant Children

The temporal pattern of the movement of agricultural migrant children is shown by the total number of children expected to enter Wisconsin each month from other states. From the tabulation of data in Tables 1 and 2, migrant

Figure 1

MAP OF WISCONSIN

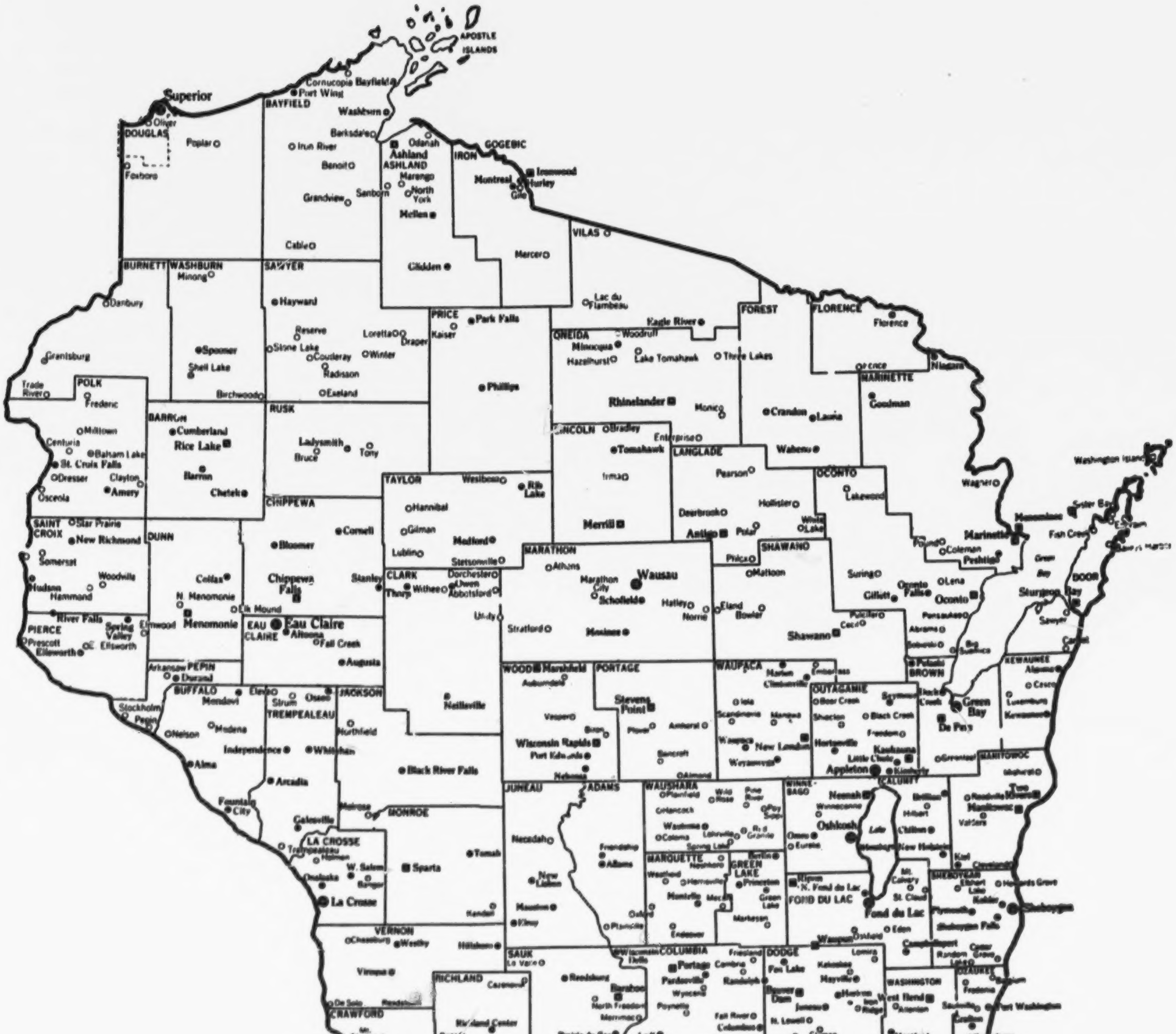

Table 2

EXPECTED INFLOW OF SEASONAL AGRICULTURAL MIGRANT CHILDREN UNDER 16 YEARS OF AGE INTO WISCONSIN, BY AREA OF DESTINATIONS GROUPED BY COUNTIES AND MONTH OF ARRIVAL: 1962

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Barron	- 1/	-	-	-	-	-	-	-	-
Rice Lake	-	-	-	-	-	-	-	-	-
Brown	244(28)*	-	-	41	11	130	62(9)	-(19)	-
Green Bay	244(28)	-	-	41	11	130	62(9)	-(19)	-
Calumet	-	-	-	-	-	-	-	-	-
Chilton	-	-	-	-	-	-	-	-	-
Hilbert	-	-	-	-	-	-	-	-	-
Columbia	168	-	-	3	84	16	65	-	-
Cambria	21	-	-	3	14	-	4	-	-
Columbus	27	-	-	-	27	-	-	-	-
Fall River	43	-	-	-	43	-	-	-	-
Portage	69	-	-	-	-	16	53	-	-
Randolph	4	-	-	-	-	-	4	-	-
Wisconsin Dells	4	-	-	-	-	-	4	-	-
Dane	-	-	-	-	-	-	-	-	-
Cambridge	-	-	-	-	-	-	-	-	-
Deerfield	-	-	-	-	-	-	-	-	-
Dodge	53(29)	-	10	-	43(3)	-	-(18)	-(8)	-
Beaver Dam	5	-	-	-	5	-	-	-	-
Clyman	18(3)	-	-	-	18(3)	-	-	-	-
Fox Lake	-(8)	-	-	-	-	-	-	-(8)	-
Iron Ridge	10	-	10	-	-	-	-	-	-
Lomira	-(15)	-	-	-	-	-	-(15)	-	-
Mayville	15	-	-	-	15	-	-	-	-
Theresa	5(3)	-	-	-	5	-	-(3)	-	-

Table 2 (Continued)

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Door	2,049(116)	-	-	13	68	1,708(116)	266	-	4
Bailey's Harbor	65(14)	-	-	-	-	65(14)	-	-	-
Egg Harbor	13	-	-	-	-	4	9	-	-
Ellison Bay	129(1)	-	-	-	31	98(1)	-	-	-
Fish Creek	44	-	-	-	-	36	8	-	-
Gills Rock	-	-	-	-	-	-	-	-	-
Institute	-	-	-	-	-	-	-	-	-
Sister Bay	94(2)	-	-	-	4	90(2)	-	-	-
Starchen Bay	-	-	-	-	-	-	-	-	-
Sturgeon Bay	1,704(99)	-	-	13	23	1,415(99)	249	-	4
Washington Is.	-	-	-	-	-	-	-	-	-
Dunn	-	-	-	-	-	-	-	-	-
Menomonie	-	-	-	-	-	-	-	-	-
Fond du Lac	-	-	-	-	-	-	-	-	-
Oakfield	-	-	-	-	-	-	-	-	-
Malone	-	-	-	-	-	-	-	-	-
Green Lake	72	-	6	58	-	8	-	-	-
Berlin	72	-	6	58	-	8	-	-	-
Markesan	-	-	-	-	-	-	-	-	-
Princeton	-	-	-	-	-	-	-	-	-
Jefferson	20	3	17	-	-	-	-	-	-
Ft. Atkinson	-	-	-	-	-	-	-	-	-
Jefferson	-	-	-	-	-	-	-	-	-
Lake Mills	17	-	17	-	-	-	-	-	-
Palmyra	-	-	-	-	-	-	-	-	-
Waterloo	3	3	-	-	-	-	-	-	-
Watertown	-	-	-	-	-	-	-	-	-
Kenosha	16(19)	-	2	-	-	-	14(14)	-(5)	-
Kenosha	16(19)	-	2	-	-	-	14(14)	-(5)	-

Table 2 (Continued)

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Kewaunee	75	-	-	-	75	-	-	-	-
Kewaunee	75	-	-	-	75	-	-	-	-
Langlade	-(62)	-	-	-	-	-	-(12)	-(46)	-(4)
Antigo	-(62)	-	-	-	-	-	-(12)	-(46)	-(4)
Neva	-	-	-	-	-	-	-	-	-
Manitowoc	21	-	-	-	8	13	-	-	-
Cleveland	12	-	-	-	-	12	-	-	-
Manitowoc	9	-	-	-	8	1	-	-	-
Valders	-	-	-	-	-	-	-	-	-
Marquette	251	-	9	39	125	40	38	-	-
Endeavor	5	-	-	5	-	-	-	-	-
Harrisville	48	-	-	-	-	24	24	-	-
Montello	135	-	9	34	92	-	-	-	-
Neshkoro	63	-	-	-	33	16	14	-	-
Westfield	-	-	-	-	-	-	-	-	-
Milwaukee	-	-	-	-	-	-	-	-	-
Milwaukee	-	-	-	-	-	-	-	-	-
Monroe	106	-	-	-	-	14	92	-	-
Sparta	106	-	-	-	-	14	92	-	-
Oneida	-(4)	-	-	-	-	-	-(4)	-	-
Clearwater Lake	-(4)	-	-	-	-	-	-(4)	-	-
Oconto	222(27)	-	-	-	1	167(3)	54(24)	-	-
Abrams	-	-	-	-	-	-	-	-	-
Krakow	1	-	-	-	1	-	-	-	-
Lena	43(13)	-	-	-	-	30	13(13)	-	-
Oconto	178(14)	-	-	-	-	137(3)	41(11)	-	-

Table 2 (Continued)

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Outagamie	14	-	-	14	-	-	-	-	-
Bear Creek	-	-	-	-	-	-	-	-	-
Black Creek	-	-	-	-	-	-	-	-	-
Freedom	14	-	-	14	-	-	-	-	-
Shiocton	-	-	-	-	-	-	-	-	-
Ozaukee	86(28)	-	-	10	59	17	-(22)	-(6)	-
Belgium	86(28)	-	-	10	59	17	-(22)	-(6)	-
Portage	90(5)	-	-	-	-	85	5	-(5)	-
Almond	70(5)	-	-	-	-	69	1	-(5)	-
Bancroft	-	-	-	-	-	-	-	-	-
Custer	16	-	-	-	-	16	-	-	-
Stevens Point	4	-	-	-	-	-	4	-	-
Arnott	-	-	-	-	-	-	-	-	-
Racine	23(5)	-	23	-	-	-	-(5)	-	-
Kansasville	-	-	-	-	-	-	-	-	-
Racine	-(5)	-	-	-	-	-	-(5)	-	-
Union Grove	23	-	23	-	-	-	-	-	-
Rock	-	-	-	-	-	-	-	-	-
Lima Center	-	-	-	-	-	-	-	-	-
Sauk	1	-	-	-	-	1	-	-	-
Baraboo	1	-	-	-	-	1	-	-	-
Sheboygan	-(10)	-	-	-	-	-	-(10)	-	-
Sheboygan	-(10)	-	-	-	-	-	-(10)	-	-
Random Lake	-	-	-	-	-	-	-	-	-
St. Croix	12	-	-	-	12	-	-	-	-
New Richmond	12	-	-	-	12	-	-	-	-

Table 2 (Continued)

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Vilas	-	-	-	-	-	-	-	-	-
Eagle River	-	-	-	-	-	-	-	-	-
Walworth	10	-	-	4	4	-	2	-	-
Delavan	2	-	-	-	-	-	2	-	-
Elkhorn	4	-	-	-	4	-	-	-	-
Whitewater	4	-	-	4	-	-	-	-	-
Washington	86(4)	-	-	6	60	8	12(4)	-	-
Caledonia	8	-	-	-	-	-	8	-	-
Hartford	78(4)	-	-	6	60	8	4(4)	-	-
Waukesha	2	-	-	2	-	-	-	-	-
Sussex	2	-	-	2	-	-	-	-	-
Waupaca	36	-	-	-	-	3	33	-	-
Big Falls	-	-	-	-	-	-	-	-	-
Manawa	-	-	-	-	-	-	-	-	-
Waupaca	36	-	-	-	-	3	33	-	-
Waushara	1,264(26)	-	-	27	69	654(22)	509(4)	5	-
Coloma	35	-	-	-	-	7	28	-	-
Hancock	75	-	-	-	-	32	43	-	-
Plainfield	73	-	-	-	-	34	34	5	-
Poy Sippi	-	-	-	-	-	-	-	-	-
Red Granite	208	-	-	7	14	155	32	-	-
Wautoma	841(26)	-	-	20	55	411(22)	355(4)	-	-
Wild Rose	32	-	-	-	-	15	17	-	-
Winnebago	-	-	-	-	-	-	-	-	-
Winneconne	-	-	-	-	-	-	-	-	-

Table 2 (Continued)

COUNTY AND AREA OF DESTINATION	TOTAL	EXPECTED MONTH OF ARRIVAL							
		March	April	May	June	July	August	September	October
Undesignated	177(24)	-	-	2	33	111(4)	31(10)	-	-(10)
Crystal	-	-	-	-	-	-	-	-	-
Hilbourn	-	-	-	-	-	-	-	-	-
Shilton	2	-	-	-	-	2	-	-	-
West Grove	18	-	-	-	18	-	-	-	-
Apples	-(10)	-	-	-	-	-	-	-	-(10)
Cherries	106	-	-	-	10	84	12	-	-
Pickles	21(5)	-	-	-	-	17	4(5)	-	-
Potatoes	1(9)	-	-	-	-	-(4)	1(5)	-	-
Vegetables	7	-	-	-	-	-	7	-	-
Various Employers	22	-	-	2	5	8	7	-	-
TOTAL	5,098(387)	3	67	219	642(3)	2,975(145)	1,183(136)	5(89)	4(14)
PERCENT	100.0	.1	1.3	4.3	12.6	58.4	23.2	.1	.1

Source: Table 1 reorganized by county in which areas of destination are located.

* The numbers in parenthesis ( ) indicates that that number of children moved into that area and month after leaving another area in Wisconsin.

1/We have elected to retain some areas of destination with zero (0) children expected this year, but which in the lists of previous years showed the expected arrival of migrant children. In addition, we retain this arrangement for future comparisons and also as a possible coding list for machine tabulations since from our knowledge that more areas do receive migrant workers and their children.

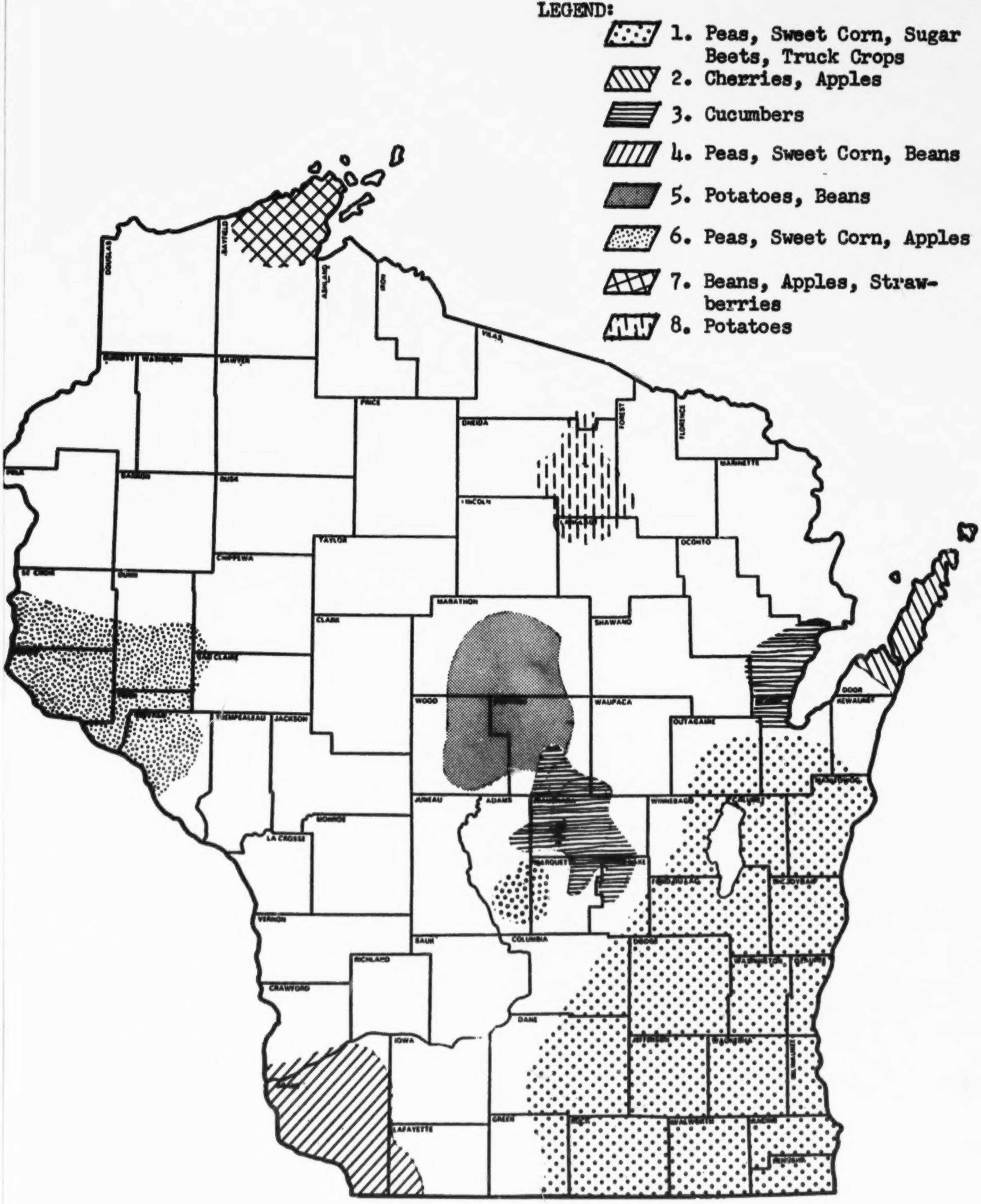

Figure 2

WISCONSIN CROPS AND LOCATIONS REQUIRING OUT-OF-STATE LABOR children begin to trickle into the state around late April and the number of newcomers more than doubles with each succeeding month until the peak is reached in July. The number of new arrivals decreases sharply for August with practically no arrivals in September. The main time span of movement into Wisconsin is from May until August, with the greatest movement in July coinciding with the cherry harvest in Door County.[1] These data do not show the cumulative totals in each of the areas as a result of prior seasonal migration.[2]

The timing of the arrival of migrant workers and their children is illustrated with reference to the timing of crop activities in Wisconsin. The slow trickle of migrants in March, April, and May is related to the labor requirements for planting and weeding of vegetables (muck farming). They usually remain in crop areas such as Montello until September or early October. Some of the migrants work in the thinning and blocking of sugar beets between May and the middle of July. Although there were no workers in sugar beets last year, the growth and processing of sugar beets are expected to be resumed next year in Wisconsin. Peas, which are usually harvested between the last of June and the middle of July, attract a share of the total number of migrants. Many of these early migrants come directly from Texas to Wisconsin. By the middle of July, as the cucumber and cherry harvests commence, a large influx of migrant workers and their children move into Wisconsin from the sugar beet areas of Minnesota, North Dakota, and other states. The cucumber harvest starts around the middle of July and ends around the middle of September. The cherry harvest draws a large number of migrants and their children from other states and from within the state between July 15 and August 15. Finally, the sweet corn harvest employs a number of migrants during mid-August to the last days of September.

Table 9 gives the estimated time schedule of crops in Wisconsin requiring migrant labor. Table 1 shows that approximately 80% of the migrant children were expected to arrive in Wisconsin during July and August. Appendix D contains a list of counties in Wisconsin which are estimated by the United States Department of Labor to have 100 or more domestic agricultural migrants at the peak of a normal crop season. Appendix D also lists the date of peak density and the estimated span of the crop season. This information may be used to supplement the data provided in Tables 1 and 2. It also provides a rough estimate of the migrants' duration of stay, although this is likely to be affected by weather conditions which may cause an early crop or a delay in the maturity of crops.

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[1] Also see U. S. Dept. of Labor, Bureau of Employment Security, Major Agricultural Migrant Labor Demand Areas: By Month and Principal Crops, Washington: U. S. Government Printing Office, 1961.

[2] "The bulk of the migratory workers was employed during July when they made up 60 percent of the agricultural work force in the state." Fact Sheet - Migratory Workers in Wisconsin, 1962, Wisconsin State Employment Service, Madison, 1962. Data from another source which estimates the cumulative totals of domestic migrants and their dependents in counties are shown in Appendix D.

Chapter 4

PREDICTING THE ARRIVAL OF MIGRANT CHILDREN IN WISCONSIN: A REPLICATION STUDY

Thomas' study has shown the possibility of an educational program for children of migrant workers based on an accurate predictable enrollment for specific periods at specific locations in Wisconsin. However, it was indicated that a replication of the study was desirable to increase the predictability of the procedure. Therefore this section of the report is concerned with the replication of the procedures of predicting the time and place of arrival in Wisconsin of specific migrant children and gathering educational information on these children in advance of their arrival.

Similar to Thomas' study design, the coverage of migratory workers and their children is limited to those identified on migratory labor records (see Appendix B). These records are sent to the project from the Texas Employment Commission via the Wisconsin Employment Service. For predicting the movement of specific children of migratory workers in this study, the analysis is confined to the ES 369's and children-in-crew forms received from Texas. The procedure involves the use of the federal Annual Worker Plan to identify work groups or crews expected to work in Wisconsin. Ideally, we expect every work group leaving Texas for seasonal work to register with the state employment service. Those crew leaders and family heads who plan to work in Wisconsin are asked to fill out a children-in-crew form which would list every child under 16 expected to accompany the crew or work group. Texas would then send a copy of the crew's migratory record to each state in which the crew is expected to work. The ES 369 sent to Wisconsin would be accompanied by the children-in-crew form if it were filled out by the leader or family head. Thomas' study did not reveal a need for a basic change in this procedure; instead, it suggested that we take steps to encourage crew leaders and family heads to supply information for the children-in-crew forms, as requested, before leaving Texas.

In this connection, a total of 1,074 personalized mimeographed letters were mailed to leaders and family heads in Texas during January 1962. The letters contained a brief description of the research and solicited help by filling out the children-in-crew forms which could be picked up at the time of registration at the employment service office in Texas. The addresses of the leaders and family heads were taken from our files and included those who were reported to have been in Wisconsin during the years of 1960 and 1961. Of the total number of letters sent to Texas, ten percent were returned to the project. The chief reasons for the return of letters were "unclaimed", "no such address", and "moved-left no address".

We have noted that many of the crews leave Texas without registering under the Annual Worker Plan. In 1960, a total of 1,528 children under 16 years of age was tallied from the migratory records sent from Texas. However, the total count jumped to 2,478 in 1961 and 3,040 in 1962. In other words, the Texas ES 369's alerted us to the arrival of 48.8 percent of the migrant children expected in Wisconsin in 1961; in 1962 the percentage moved up to 59.6.

Table 3

EXPECTED INFLOW OF CHILDREN UNDER 16 YEARS OF AGE INTO WISCONSIN, BY AREA OF DESTINATION AND MONTH OF ARRIVAL DERIVED FROM E. S. 369's RECEIVED FROM TEXAS: 1962

AREA OF DESTINATION	TOTAL 1960[1]/	TOTAL 1961[2]/	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Abrams	-	7	-	-	-	-	-	-	-	-	-
Almond	5	24	41(5)*	-	-	-	-	41	-	-(5)	-
Antigo	-	-(51)	-(24)	-	-	-	-	-	-(12)	-(12)	-
Arnott	-	5	-	-	-	-	-	-	-	-	-
Bailey's Harbor	-(19)	22	62(14)	-	-	-	-	62(14)	-	-	-
Bancroft	-	17	-	-	-	-	-	-	-	-	-
Baraboo	-	-	-	-	-	-	-	-	-	-	-
Bear Creek	-	-	-	-	-	-	-	-	-	-	-
Beaver Dam	-	-	5	-	-	-	5	-	-	-	-
Belgium	43	104	69(16)	-	-	7	50	12	-(16)	-	-
Berlin	31(13)	54	72	-	6	58	-	8	-	-	-
Big Falls	-	-	-	-	-	-	-	-	-	-	-
Black Creek	-	-	-	-	-	-	-	-	-	-	-
Cambria	46	14	17	-	-	3	14	-	-	-	-
Cambridge	-	3	-	-	-	-	-	-	-	-	-
Carruthersville	7	-	-	-	-	-	-	-	-	-	-
Chilton	10	-	-	-	-	-	-	-	-	-	-
Clearwater Lake	-	-	-(4)	-	-	-	-	-	-(4)	-	-
Cleveland	11	12(12)	12	-	-	-	-	12	-	-	-
Clyman	33	44	18(3)	-	-	-	18(3)	-	-	-	-
Coloma	5	2	15	-	-	-	-	7	8	-	-
Columbus	9	1(37)	4	-	-	-	4	-	-	-	-
Crystal	-	-(8)	-	-	-	-	-	-	-	-	-
Deerfield	-	-	-	-	-	-	-	-	-	-	-
Eagle River	-	-	-	-	-	-	-	-	-	-	-

Table 3 (Continued)

AREA OF DESTINATION	TOTAL 1960[1]	TOTAL 1961[2]	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Egg Harbor	-	-	1	-	-	-	-	1	-	-	-
Elkhorn	-	-	4	-	-	-	4	-	-	-	-
Ellison Bay	21	23	79	-	-	-	23	56	-	-	-
Endeavor	12	47	5	-	-	5	-	-	-	-	-
Fall River	-	22	43	-	-	-	43	-	-	-	-
Fish Creek	-	7	35	-	-	-	-	35	-	-	-
Ft. Atkinson	-	-	-	-	-	-	-	-	-	-	-
Fox Lake	-	-	-	-	-	-	-	-	-	-	-
Freedom	5	23	14	-	-	14	-	-	-	-	-
Gillrock	-	9	-	-	-	-	-	-	-	-	-
Green Bay	102	125(5)	162(23)	-	-	41	11	102	8(5)	-(18)	-
Hancock	-	54	44	-	-	-	-	29	15	-	-
Harrisville	-	-	24	-	-	-	-	24	-	-	-
Hartford	77	44	73(4)	-	-	6	60	7	-(4)	-	-
Hilbert	26	-	-	-	-	-	-	-	-	-	-
Hillbourn	-	48	-	-	-	-	-	-	-	-	-
Institute	-	11	-	-	-	-	-	-	-	-	-
Iron Ridge	-	2	10	-	10	-	-	-	-	-	-
Jefferson	11	-	-	-	-	-	-	-	-	-	-
Kansasville	-	2	-	-	-	-	-	-	-	-	-
Kenosha	44	16(21)	4(7)	-	2	-	-	-	2(2)	-(5)	-
Kewaunee [3]	-	100	75	-	-	-	75	-	-	-	-
Krakow	-	-	1	-	-	-	1	-	-	-	-
Lake Mills	23	37	17	-	17	-	-	-	-	-	-
Lena	-	15	30	-	-	-	-	30	-	-	-
Lima	10	-	-	-	-	-	-	-	-	-	-
Lomira	-	-	-(15)	-	-	-	-	-	-(15)	-	-
Malone	-	6	-	-	-	-	-	-	-	-	-
Manawa	-	3(3)	-	-	-	-	-	-	-	-	-
Manitowoc [4]	14	4	9	-	-	-	8	1	-	-	-

Table 3 (Continued)

AREA OF DESTINATION	TOTAL 1960 1/	TOTAL 1961 2/	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Markesan	2	-	-	-	-	-	-	-	-	-	-
Mayville	-	1	15	-	-	-	15	-	-	-	-
Menomonie	-	9	-	-	-	-	-	-	-	-	-
Milwaukee	9	-(9)	-	-	-	-	-	-	-	-	-
Montello	72	97	131	-	9	34	88	-	-	-	-
Neshkoro	31	86	60	-	-	-	33	16	11	-	-
Neva	-	-(1)	-	-	-	-	-	-	-	-	-
New Richmond	-	-	12	-	-	-	12	-	-	-	-
Oakfield	2	-	0	-	-	-	-	-	-	-	-
Oconto	11(18)	69	87(3)	-	-	-	-	85(3)	2	-	-
Palmyra	15	-	-	-	-	-	-	-	-	-	-
Plainfield	-	41	7	-	-	-	-	7	-	-	-
Portage	23	16	16	-	-	-	-	16	-	-	-
Poy Sippi	-	-	-	-	-	-	-	-	-	-	-
Princeton	1	7(2)	-	-	-	-	-	-	-	-	-
Racine	-	-	-(5)	-	-	-	-	-	-(5)	-	-
Randolph	7	7	-	-	-	-	-	-	-	-	-
Random Lake	6	-	-	-	-	-	-	-	-	-	-
Red Granite	85	85	114	-	-	7	8	76	23	-	-
Rice Lake	-	-	-	-	-	-	-	-	-	-	-
Shilton	-	-	1	-	-	-	-	1	-	-	-
Shiocton	10	20	-	-	-	-	-	-	-	-	-
Sister Bay	24(18)	20(12)	50(2)	-	-	-	-	50(2)	-	-	-
Sparta	-	17	39	-	-	-	-	10	29	-	-
Starchen Berry	-	-(35)	-	-	-	-	-	-	-	-	-
Stevens Point	-	-	-	-	-	-	-	-	-	-	-
Sturgeon Bay	417(47)	621(100)	977(99)	-	-	8	23	891(99)	51	-	4
Sussex	-	-	2	-	-	2	-	-	-	-	-
Theresa	-	-(3)	5	-	-	-	5	-	-	-	-
Union Grove	27	23	23	-	23	-	-	-	-	-	-

Table 3 (Continued)

AREA OF DESTINATION	TOTAL 1960[1/]	TOTAL 1961[2/]	TOTAL 1962	EXPECTED MONTH OF ARRIVAL March	April	May	June	July	August	September	October
Valders	-	-	-	-	-	-	-	-	-	-	-
Wash. Island	-	-(3)	-	-	-	-	-	-	-	-	-
Waterloo	-	28	3	3	-	-	-	-	-	-	-
Watertown	-	-	-	-	-	-	-	-	-	-	-
Waupaca	-	-	17	-	-	-	-	3	14	-	-
Wautoma	199(31)	392(32)	422(26)	-	-	20	46	342(22)	14(4)	-	-
West Grove	-	-	-	-	-	-	-	-	-	-	-
Whitewater	12	-	4	-	-	4	-	-	-	-	-
Wild Rose	4	29	15	-	-	-	-	15	-	-	-
Winneconne	19(19)	-	-	-	-	-	-	-	-	-	-
Apples	-	-	-(10)	-	-	-	-	-	-	-	-(10)
Beets	-	-	-	-	-	-	-	-	-	-	-
Cherries	19	3	64	-	-	-	10	54	-	-	-
Pickles	12	-(13)	9	-	-	-	-	9	-	-	-
Potatoes	-	-	-(9)	-	-	-	-	-(4)	-(5)	-	-
Various Employers	19(13)	-	22	-	-	2	5	8	7	-	-
TOTAL (1962)	-	-	3040(269)	3	67	211	561(3)	2010(144)	184(72)	0(40)	4(10)
Percent	-	-	100.0	.10	2.20	6.94	18.45	66.12	6.05	0	.13
TOTAL (1961)	-	2478(347)	-	4	124	162	426	1622(117)	140(190)	-(40)	-
Percent	-	100.0	-								
TOTAL (1960)	1528(178)	-	-	3	61	139	430(14)	847(88)	48(76)	-	-
Percent	100.0	-	-	.2	4.0	9.1	28.1	55.4	3.1	-	-

SOURCE: Tabulation of total number of children under 16 years of age entered for item 5 (count of individuals) on E. S. 369's (Migratory Labor Employment Record) received from the Texas Employment Commission which identified work groups destined for Wisconsin. Expected month of arrival and area of destination taken from item 10 on E. S. 369's.

* The number in parenthesis ( ) indicate that that number of children moved into that area and month after leaving another area in Wisconsin

1/ The 1960 figures taken from Table 1 of Thomas', op. cit., pp. 4-5.

2/ Taken from Table 3 of Lindsey and Walton, op. cit., pp. 24-26.

3/ and 4/ Employer's address. Most of these children were located within the environs of Manitowoc.

Inflow of Migrant Children Based On ES 369's Received from Texas

We are presenting in Table 3 the expected inflow of seasonal agricultural migrant children under 16 years of age based on ES 369's sent directly to the project from Texas as prearranged. Table 3 shows an increasing coverage of the population of migrant children in the state since 1960. The data reveal similar temporal and spatial patterns as already discussed. However, one main difference is that the Texas data suggest the inflow of migrant children by waves. The first wave of migrant children comes into the state before the end of May, accompanying their parents to areas of destination connected with muck farming around Endeavor, Montello, Lake Mills, and Union Grove. Better coverage of the migrant children population is beginning to show more clearly those areas in which migrant workers and their children are known to arrive early in the year and stay until early fall. In our judgment, this is one of the main reasons for reporting separately the expected inflow of migrant children based entirely on the ES 369's received from Texas. The second wave of migrant children comes into the state during July and August. They usually come from the beet fields of Minnesota, North Dakota, and Montana and locate in the areas of cherry and cucumber harvests.

Expected Inflow of Migrant Children Based On Children-in-Crew Forms

Table 4 provides a tabulation of the number of migrant children listed on the children-in-crew forms according to their expected areas of destination and arrival time. The basic data for Table 4 were compiled from a tally of the children's names listed on the children-in-crew forms sent to the project from Texas as arranged. Additional children-in-crew forms were distributed to the Texas Employment Commission and crew leaders were asked to fill out the forms by listing the names, age, sex, name of school, and school location for each child under 16 years of age traveling with their crews. The request for this action was made at the time that the ES 369's were processed. The completed children-in-crew forms were attached to the ES 369's that were forwarded to the Wisconsin State Employment Service. There were no reports from Texas this time of crew leaders hesitating to complete the forms. Yet, although more children were listed on the forms in 1961 than in 1960, the number declined during this current replication. In view of the special efforts to get additional cooperation from the crew leaders, their support did not materialize as measured by the number of them who did not fill out the children-in-crew forms. It is this number of children which provides the population base from which we attempt to replicate the Thomas prediction study.

Children, as defined for predictive purposes, include generally those persons listed on the children-in-crew forms under 16 years of age, but not under six years of age and not in school. A total of 600 children's names was listed on the children-in-crew forms. The numbers in parentheses ( ) denotes the distribution of those children 16 and 17 years of age and in school. The numbers in parentheses are included in the number for each cell. For example, six children are expected to be in Endeavor in April; of these, one child is either 16 or 17 years of age.

Table 4

EXPECTED INFLOW OF SEASONAL AGRICULTURAL MIGRANT CHILDREN[1] ON CHILDREN-IN-CREW FORMS INTO WISCONSIN BY AREA OF DESTINATION AND MONTH OF ARRIVAL: 1962

AREA OF DESTINATION	TOTAL 1960[2]	TOTAL 1961[3]	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Abrams	-	-	-	-	-	-	-	-	-	-	-
Almond	-	-	8	-	-	-	-	8	-	-	-
Antigo	-	-(3)	-	-	-	-	-	-	-	-	-
Arnott	-	-	-	-	-	-	-	-	-	-	-
Bailey' Harbor	-	14	27	-	-	-	-	27	-	-	-
Bancroft	-	-	-	-	-	-	-	-	-	-	-
Baraboo	-	-	-	-	-	-	-	-	-	-	-
Bear Creek	-	-	-	-	-	-	-	-	-	-	-
Beaver Dam	-	-	-	-	-	-	-	-	-	-	-
Belgium	36	54	35(8)	-	-	7	28	-	-(8)	-	-
Berlin	31	44	38	-	-	33	-	5	-	-	-
Big Falls	-	-	-	-	-	-	-	-	-	-	-
Black Creek	-	-	-	-	-	-	-	-	-	-	-
Cambria	22	2	3	-	-	3	-	-	-	-	-
Cambridge	-	-	-	-	-	-	-	-	-	-	-
Carruthersville	-	-	-	-	-	-	-	-	-	-	-
Chilton	5	-	-	-	-	-	-	-	-	-	-
Clearwater Lake	-	-	-	-	-	-	-	-	-	-	-
Cleveland	4	-	-	-	-	-	-	-	-	-	-
Clyman	16	18	17	-	-	-	17	-	-	-	-
Coloma	-	-	7	-	-	-	-	-	7	-	-
Columbus	9	1(14)	-	-	-	-	-	-	-	-	-
Crystal	-	-	-	-	-	-	-	-	-	-	-
Deerfield	-	-	-	-	-	-	-	-	-	-	-
Eagle River	-	-	-	-	-	-	-	-	-	-	-

Table 4 (Continued)

AREA OF DESTINATION	TOTAL 1960 2/	TOTAL 1961 3/	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Egg Harbor	-	-	-	-	-	-	-	-	-	-	-
Elkhorn	-	-	-	-	-	-	-	-	-	-	-
Ellison Bay	2	16	34	-	-	-	-	34	-	-	-
Endeavor	13	19	4	-	-	4	-	-	-	-	-
Fall River	-	15	14	-	-	-	14	-	-	-	-
Fish Creek	-	-	-	-	-	-	-	-	-	-	-
Fort Atkinson	-	-	-	-	-	-	-	-	-	-	-
Fox Lake	-	-	-	-	-	-	-	-	-	-	-
Freedom	-	-	-	-	-	-	-	-	-	-	-
Gillrock	-	-	-	-	-	-	-	-	-	-	-
Green Bay	47	31	43(6)	-	-	14	-	29	-	-(6)	-
Hancock	-	-	14	-	-	-	-	14	-	-	-
Harrisville	-	-	9	-	-	-	-	9	-	-	-
Hartford	27	36	47(1)	-	-	-	43	4	-(1)	-	-
Hilbert	17	-	-	-	-	-	-	-	-	-	-
Hillbourn	-	37	-	-	-	-	-	-	-	-	-
Institute	-	-	-	-	-	-	-	-	-	-	-
Iron Ridge	-	-	-	-	-	-	-	-	-	-	-
Jefferson	8	-	-	-	-	-	-	-	-	-	-
Kansasville	-	-	-	-	-	-	-	-	-	-	-
Kenosha	1	-	-	-	-	-	-	-	-	-	-
Kewaunee 4/	-	32	-	-	-	-	-	-	-	-	-
Krakow	-	-	-	-	-	-	-	-	-	-	-
Lake Mills	14	23	21	-	21	-	-	-	-	-	-
Lena	-	3	-	-	-	-	-	-	-	-	-
Lima	-	-	-	-	-	-	-	-	-	-	-
Lomira	-	-	-	-	-	-	-	-	-	-	-
Malone	-	-	-	-	-	-	-	-	-	-	-
Manawa	-	-	-	-	-	-	-	-	-	-	-
Manitowoc 5/	4	2	6	-	-	-	5	1	-	-	-

Table 4 (Continued)

AREA OF DESTINATION	TOTAL 1960 2/	TOTAL 1961 3/	TOTAL 1962	EXPECTED MONTH OF ARRIVAL March	April	May	June	July	August	September	October
Markesan	1	4	-	-	-	-	-	-	-	-	-
Mayville	-	1	-	-	-	-	-	-	-	-	-
Menomonie	-	-	-	-	-	-	-	-	-	-	-
Milwaukee	7	-(9)	-	-	-	-	-	-	-	-	-
Montello	53	70	68	-	-	19	49	-	-	-	-
Neshkoro	8	11	-	-	-	-	-	-	-	-	-
Neva	-	-(1)	-	-	-	-	-	-	-	-	-
New Richmond	-	-	-	-	-	-	-	-	-	-	-
Oakfield	1	-	-	-	-	-	-	-	-	-	-
Oconto	20	3	19	-	-	-	-	19	-	-	-
Palmyra	-	-	-	-	-	-	-	-	-	-	-
Plainfield	-	6	5	-	-	-	-	5	-	-	-
Portage	-	14	13	-	-	-	-	13	-	-	-
Poy Sippi	-	-	-	-	-	-	-	-	-	-	-
Princeton	1	-	-	-	-	-	-	-	-	-	-
Racine	-	-	-	-	-	-	-	-	-	-	-
Randolph	4	5	-	-	-	-	-	-	-	-	-
Random Lake	-	-	-	-	-	-	-	-	-	-	-
Red Granite	15	2	3	-	-	-	-	3	-	-	-
Rice Lake	-	-	-	-	-	-	-	-	-	-	-
Shilton	-	-	-	-	-	-	-	-	-	-	-
Shiocton	6	4	-	-	-	-	-	-	-	-	-
Sister Bay	18	-	2	-	-	-	-	2	-	-	-
Sparta	-	-	-	-	-	-	-	-	-	-	-
Starchen Berry	-	-(25)	-	-	-	-	-	-	-	-	-
Stevens Point	-	1	-	-	-	-	-	-	-	-	-
Sturgeon Bay	157	265	62	-	-	-	12	46	4	-	-
Sussex	-	-	-	-	-	-	-	-	-	-	-
Theresa	-	-	2	-	-	-	2	-	-	-	-
Union Grove	23	11	3	-	3	-	-	-	-	-	-

Table 4 (Continued)

AREA OF DESTINATION	TOTAL 1960[2/]	TOTAL 1961[3/]	TOTAL 1962	EXPECTED MONTH OF ARRIVAL							
				March	April	May	June	July	August	September	October
Valders	-	-	-	-	-	-	-	-	-	-	-
Wash. Island	-	-	-	-	-	-	-	-	-	-	-
Waterloo	-	-	-	-	-	-	-	-	-	-	-
Watertown	-	-	-	-	-	-	-	-	-	-	-
Waupaca	-	-	-	-	-	-	-	-	-	-	-
Wautoma	105	121	92(4)	-	-	-	14	77	1(4)	-	-
West Grove	-	-	-	-	-	-	-	-	-	-	-
Whitewater	12	3	4	-	-	4	-	-	-	-	-
Wild Rose	-	-	-	-	-	-	-	-	-	-	-
Winneconne	19	-	-	-	-	-	-	-	-	-	-
Apples	-	-	-	-	-	-	-	-	-	-	-
Beets	-	-	-	-	-	-	-	-	-	-	-
Cherries	32	-	-	-	-	-	-	-	-	-	-
Pickles	-	-(12)	-	-	-	-	-	-	-	-	-
Potatoes	-	-	-(4)	-	-	-	-	-	-	-(4)	-
Various Employers	5	-	-	-	-	-	-	-	-	-	-
TOTAL (1962)	-	-	600(23)	0	24	84	184	296	12(13)	0(10)	-
Percent	-	-	100.0	-	4.0	14.0	30.7	49.3	2.0	-	-
TOTAL (1961)	-	868(64)	-	3	56	98	212	488(3)	11(58)	-(3)	-
Percent	-	100.0									
TOTAL (1960)	743[6/]	-	-	9	46	60	227	356	30	-	-
Percent	100.0	-	-	1.2	6.2	8.1	30.1	47.9	4.0	-	-

Source: Tally of children's names listed on children-in-crew forms attached to E. S. 369's sent from the Texas Employment Service to the project through the Wisconsin Employment Service. Destination and expected month of arrival were taken from item 10 of the accompanying E. S. 369.

[1/] Children, as defined, include those persons listed on the children-in-crew form under 16 years of age, but not those under 6 years of age and not in school.

[2/] Taken from Table 2 of Thomas' report.

[3/] Taken from Table 4 of Lindsey and Walton, op. cit., pp. 28-30.

[4/] and [5/] Employer's address. Most of these children were located in the environs of Manitowoc.

[6/] Includes fifteen (15) children for whom expected month of arrival was unknown. Also the 1960 total figure includes thirty-four (34) children listed on the children-in-crew form as 16 and 17 years of age.

The expected month of arrival was taken from the ES 369's to which the children-in-crew forms were attached. There were a few instances for which the children-in-crew forms were forwarded to the project without the accompanying ES 369's. Therefore, the unknown month of arrival covers those cases. However, the employers and areas of destination were noted on the children-in-crew forms.

A similar temporal pattern of the movement of migrant children exists for these data (Table 4) as are described in the preceeding section. The main difference between Tables 3 and 4 is that Table 3 includes all children under 16 reported on the ES 369's and Table 4 represents data for those children reported on the children-in-crew forms accompanying the ES 369's. Table 4 excludes those children under six years of age and not in school and generally those children who are 16 years of age and over.

Home School of Seasonal Agricultural Migrant Children Entering Wisconsin

Table 5 contains a list of locations of home schools of migrant children who were expected to come into Wisconsin from Texas during 1962. These data were derived from the individual data cards[1] compiled from children-in-crew forms[2] and educational assessment forms.[3] From the children-in-crew forms were taken the names of the children along with the names and locations of the schools in which they were enrolled. An educational assessment form for each child listed on the children-in-crew form was prepared and sent to his principal and/or district school official for completion.[4] The school official was asked to return the educational assessment form directly to the research project by mail. Table 3 also shows a cross-classification of the disposition of those educational assessment forms by the school officials at the home base of the migrant children. Of the total number of children for whom educational assessment forms were prepared, 30.3 percent of these were not returned. This category consists of cases for which children-in-crew forms arrived at a date when the schools in Texas were closed for summer vacation. Earlier efforts lead to the decision that the sending of educational assessment forms to the Texas school principals and/or district school officials during the summer vacation was fruitless due to the unavailability of school records and the absence of teachers from pertinent schools.

A comparison of the list of school locations with their designation on a map of Texas and of the total number of children from those areas reveal a pattern of concentration in southern Texas not too distant from the Mexican-United States border. Of the 43 places listed in Table 5 approximately 70.0 percent of the children may be allocated to 12 main school locations. Twenty or more children claimed one of these places as the location of their home

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[1] See Appendix E.

[2] See Appendix A.

[3] See Appendix C.

[4] Identified through the use of the Texas School Directory.

Table 5

HOME SCHOOL OF SEASONAL AGRICULTURAL MIGRANT CHILDREN[1] ENTERING WISCONSIN RELATED TO THE SENDING AND RETURN OF EDUCATIONAL ASSESSMENT FORMS: 1962

LOCATION OF SCHOOL (Home Base)	Total 1960 [2]	Total 1962	EDUCATIONAL ASSESSMENT FORMS SENT (Y-59)				Educational Assessment Forms Not Sent
			Total	Educational Assessment Form Returned		Y-59 Form Not Returned	
				Completed and/or Partially Completed	No Information		
Alamo	4	6	-	-	-	-	6
Alice	8	-	-	-	-	-	-
Asherton	21	8	8	8	-	-	-
Austin	34	37	10	9	-	1	27
Batesville	7	11	11	1	6	4	-
Big Fort	4	-	-	-	-	-	-
Brownsville	29	27	16	-	-	16	11
Carrizo Springs	24	10	9	2	-	7	1
Catarina	2	1	1	1	-	-	-
Creedmoor	-	2	-	-	-	-	2
Corpus Christi	26	8	8	8	-	-	-
Cotulla	14	-	-	-	-	-	-
Crystal City	144	88	57	6	1	50	31
Del Rio	-	2	-	-	-	-	2
Devine	14	11	11	-	-	11	-
Donna	22	1	1	1	-	-	-
Eagle Pass	13	22	1	-	-	1	21
Edcouch	6	-	-	-	-	-	-
Edinburg	8	1	1	-	1	-	-
Encinal	5	7	7	7	-	-	-
Floresville	3	4	4	3	-	1	-
Harlingen	12	17	16	8	-	8	1
Junction	1	-	-	-	-	-	-
LaFeria	13	-	-	-	-	-	-
La Pryor (La Prejor)	4	3	-	-	-	-(3)	-(3)

Table 5 (Continued)

LOCATION OF SCHOOL (Home Base)	Total 1960[2]	Total 1962	EDUCATIONAL ASSESSMENT FORMS SENT (Y-59)				Educational Assessment Forms Not Sent
			Total	Educational Assessment Form Returned		Y-59 Form Not Returned	
				Completed and/or Partially Completed	No Information		
Laredo	63	47	5	-	1	4	42
La Sara	2	-	-	-	-	-	-
Leakey	-	3	-	-	-	-	3
Los Fresmo	4	-	-	-	-	-	-
Los Indios	5	11	-	-	-	-	11
Lytle	4	-	-	-	-	-	-
Mercedes	18	32	32	2	1	29	-
McAllen	6	17	3	3	-	-	14
Mission	10	23	3	-	-	3	20
Neuvo Laredo	1	-	-	-	-	-	-
New Braunfels	1	-	-	-	-	-	-
Olmite	-	2	2	2	-	-	-
Pharr	55	23	4	-	-	4	19
Pleasanton	-	2	-	-	-	-	2
Potest	-	3	3	-	-	3	-
Quemado	-	11	1	1	-	-	10
Robstown	3	10	10	9	-	1	-
Rio Hondo	-	7	7	3	1	3	-
Rio Grande City	1	3	3	-	-	3	-
Round Rock	3	3	-	-	-	-	3
San Antonio	89	50	48	32	12	4	2
San Benito	3	1	-	-	-	-	1
San Ignacio	1	-	-	-	-	-	-
San Juan	20	30	25	19	4	2	5
San Perlita	1	-	-	-	-	-	-
Uvalde	6	22	12	1	-	11	10
Weslesco	20	25	23	6	2	15	2

Table 5 (Continued)

LOCATION OF SCHOOL (Home Base)	Total 1960 2/	Total 1962	EDUCATIONAL ASSESSMENT FORMS SENT (Y-59)				Educational Assessment Forms Not Sent
			Total	Educational Assessment Form Returned		Y-59 Form Not Returned	
				Completed and/or Partially Completed	No Information		
Manistee, Mich.	-	3	-	-	-	-	3
Hartford, Wis.	-	1	-	-	-	-	1
Wind Lake, Wis.	-	2	-	-	-	-	2
Pierdras Negras (Mexico)	2	3	-	-	-	-	3
TOTAL (1962)	-	600	342	131	29	182	258
Percent	-	100.0	57.0	21.8	4.8	30.3	43.0
TOTAL (1960)	743	-	603	240	51	312	140
Percent	100.0	-	81.2	32.3	6.9	42.0	18.8

Source: Tally of individual data cards compiled from children-in-crew forms and Educational Assessment forms.

1/ Children include those persons listed on the children-in-crew forms under 16 years of age, but not those under 6 years of age and not in school.

2/ Total count includes thirty-four (34) children listed on children-in-crew forms as 16 and 17 years of age. Taken from Table 3 of Thomas, *op. cit*, pp. 10-11.

school. These places correspond roughly to the list prepared from the 1960 data. The main areas of concentration are Crystal City, San Antonio, Laredo, Pharr, Austin, and Corpus Christi, Texas. Table 5 also confirms the observation made on the basis of the 1960 data that the Crystal City and the Pharr areas are the most important school location centers for migrant children coming into Wisconsin. This generalization, we emphasize, is based on the returns on the children-in-crew forms.

Table 6

HOME SCHOOL LOCATIONS OF THE LARGEST CONCENTRATION OF AGRICULTURAL MIGRANT CHILDREN EXPECTED IN WISCONSIN: 1962

SCHOOL LOCATION CENTERS	NO. OF CHILDREN--1962	NO. OF CHILDREN--1960[1]
Crystal City	88	144
San Antonio	50	89
Laredo	47	63
Austin	37	34
Mercedes	32	18
Brownville	27	30
San Juan	30	20
Weslesco	25	20
Mission	23	10
Pharr	23	55
Eagle Pass	22	12
Uvalde	22	6
Corpus Christi	10	26

Source: Table 5

[1] Thomas, op. cit., pp. 10-12.

Alternatively, we propose that a better estimation of the home school locations of migrant children may be obtained by counting the total number of children under 16 years of age and allocating them to the place designated as the home address of the leader and/or family head as the home school location of the children accompanying the work group. The correctness of using the address of the crew leader and/or family head as the home location of the children accompanying the work group is based on the assumption that the leader and/or family head recruits the constituents of the work group from among his neighbors or relatives and that they are from the same locality as he. There seems to be sound evidence for accepting this assumption. Many employers of migrant workers have a contact man residing in Texas or who has personal ties in a town in Texas. The contact man usually returns to his home town to secure workers. Again, an employer or his representative is likely to return year after year to the same place in Texas to secure workers, and some of the same migrants work for the same employer year after year. Finally, after a work group disbands upon reaching its home base in Texas, the members are held together through informal relations with the crew leaders and/or family heads, and ofttimes live in the same community.

Rather than rely upon a small, nonrandom sample of migrant children whose names are listed on the children-in-crew forms to discern the home school location of migrant children from Texas, we suggest putting confidence in a more likely representative sample of a much larger number of migrant children as taken from the ES 369's sent from Texas. Unfortunately, our resources and time did not permit the accomplishment of this task.

The ES 369 provided information on the name and address of the employer, and the expected time of arrival of the work group containing the children. Time is an important variable of this procedure since we hope to secure this information as soon as the work group has been assigned to Wisconsin. Some groups are known to have job commitments finalized in early spring and school information is processed through normal channels far in advance of the time when the children are expected to arrive in Wisconsin. After securing information on specific children who are expected to arrive in Wisconsin, the next step was to make field trips into different parts of the state to verify the arrival of specific migrant children in the places and at the times they were expected.

Educational assessment forms were prepared for each child identified on the children-in-crew forms as soon as they were received by the research project. The educational assessment forms were designed with the aim of providing the sufficient information to assess the educational strengths and weaknesses of the migrant children. No change is recommended in the format of these educational assessment forms. Although many of the crew leaders could not supply the birth dates of the children moving with their groups, an inquiry made of selected educators confirmed that the form, if completed, provides ample school information for assessment purposes.

The educational assessment forms for the migrant children identified on the children-in-crew forms were then mailed to children's schools for completion and return to the research project. Along with the forms, an explanatory letter and a return envelope were sent to the school officials in Texas. Previously, we had made arrangements with the Texas Educational Agency for communicating with the local school officials for aid in sending school information about the migrant children.

Before going into various parts of the state during the influx of migrant workers to check the arrival of the children, we mailed mimeographed letters to the usual employers of migrant workers explaining the general purposes of the project and the kind of cooperation we requested of them. We made it clear that the only information that our staff needed is whether a specific child has arrived in a given location and the time he is expected to remain in the area. Furthermore, we emphasized that no disturbances in the work of the migrant workers was anticipated. On February 15, 1962, 205 letters were mailed to Wisconsin employers of migrant workers. As a further means of allaying suspicion of our intent amonggrowers, the research staff carried a letter of introduction which was prepared by the Wisconsin State Employment Service. Consequently, we encountered no grower or employer who had not been informed of the project and of its objectives. Furthermore, their cooperativeness was generally inspiring.

As the research progressed through various stages, an individual file card was prepared for each child with a summary of selective information compiled from the ES 369's, educational assessment forms, children-in-crew forms, and from field trips made to verify their arrival. Tables 7A and 7B represent a tally of information taken from the individual cards. They constitute a cross-classification of data for each child according to the area in which he was expected, whether his arrival was verified (Table 7A) or not verified (Table 7B), and whether an educational assessment form was returned, and the extent of completion of the form.

A total of 600 children's names, usable for our purposes, were listed on the children-in-crew forms.[5] Since we are interested in the movement of children for educational purposes, the term children, as defined here generally includes those persons listed on the children-in-crew forms under 16 years of age, but not those under six years of age and not in school. During the 1960 study, a total of 743 children were identified on the children-in-crew forms. They represented a little over half of the total number of children counted on the ES 369's sent directly from Texas. On the contrary, in 1962 the total number of children identified on the children-in-crew forms declined to 600. This decline took place in spite of the fact that the coverage of children under 16 counted on the ES 369's from Texas in 1962 had jumped to 3,040, nearly 59.6 percent of the migrant children expected in the state.

We had expected to see an increase in the number of children identified on the children-in-crew forms. In 1961 pending the approval of this phase of the project, even though we knew that time would not permit the replication of the prediction study during the peak of the migration cycle, that year we requested the Texas Employment Commission to continue sending the school information. We assumed that the reporting of this type of information by the crew leaders would improve with repetition and as more crew leaders became familiar with our efforts and their implications for the education of their children. During that year, a total of 868 children of school age was listed on the children-in-crew forms. Furthermore, we received no reports from Texas in 1961 or 1962 that crew leaders failed to respond to our request for reasons reported in Thomas' study.[6]

A lack of interest in the education of their children was not a plausible explanation of the decline in numbers of the children listed in the children-in-crew forms. One crew leader of a work group containing over 200 children had a heart attack and turned over the operation of the work group to a relative who did not fill out the children-in-crew form. Somce children of this work group have attended a non-public school in Sturgeon Bay during the past two summers. Another crew leader was encountered in the Manitowoc area who had on previous occasions filled out the children-in-crew forms, but not in 1962. He had looked forward to the children of this crew attending school in Manitowoc during the summer. He reported his not filling out the forms as an oversight.

The difference between the 600 children identified on the children-in-crew forms and the 3,040 children under 16 years of age counted on the ES 369's sent directly from Texas are not accounted for by the fact that some of the children under 16 years of age also includes children six years of age and under.

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[5] A children-in-crew form was designed to get information on the names, school attended, age, and sex of children under 16 years of age who accompany the migratory crews.

[6] Thomas, op. cit., p.9.

Table 7A

EXPECTED AREA OF DESTINATION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN[1] ON CHILDREN-IN-CREW FORMS, RELATED TO LOCATION VERIFICATION AND RETURN OF EDUCATIONAL ASSESSMENT FORM, FOR WISCONSIN: 1962

AREA OF DESTINATION	TOTAL	LOCATION VERIFIED			
		Educational Assessment Forms Returned		Educational Assessment Form Not Returned	Educational Assessment Form Not Sent
		Completed and/or Partially Completed	No Information		
Almond	8	3	2	-	3
Baileys Harbor	28	14	-	13	1
Belgium	35	5	2	3	25
Berlin	30	1	1	19	9
Cambria	3	-	-	-	3
Carrutherville	-	-	-	-	-
Chilton	-	-	-	-	-
Cleveland	-	-	-	-	-
Clyman	16	-	-	-	16
Coloma	7	-	-	-	7
Columbus	-	-	-	-	-
Ellison Bay	28	-	5	22	1
Endeavor	4	-	-	-	4
Fall River	14	-	-	-	14
Freedom	-	-	-	-	-
Green Bay[2]	14	8	-	-	6
Hancock	14	-	-	-	14
Hartford	47	1	--	4	42
Harrisville	-	-	-	-	-
Hilbert	-	-	-	-	-
Hillsborough	-	-	-	-	-
Jefferson	-	-	-	-	-
Kenosha	-	-	-	-	-
Lake Mills	16	6	2	7	1
Lima	-	-	-	-	-

Table 7A (Continued)

AREA OF DESTINATION	TOTAL	LOCATION VERIFIED			
		Educational Assessment Forms Returned		Educational Assessment Form Not Returned	Educational Assessment Form Not Sent
		Completed and/or Partially Completed	No Information		
Manitowoc	5	-	-	-	5
Markesan	-	-	-	-	-
Milwaukee	-	-	-	-	-
Montello	68	17	4	29	18
Neshkoro	-	-	-	-	-
Oakfield	-	-	-	-	-
Oconto	-	-	-	-	-
Palmyra	-	-	-	-	-
Plainfield	-	-	-	-	-
Portage	13	-	-	-	13
Princeton	-	-	-	-	-
Randolph	-	-	-	-	-
Random Lake	-	-	-	-	-
Red Granite	-	-	-	-	-
Rice Lake	-	-	-	-	-
Shiocton	-	-	-	-	-
Sister Bay	-	-	-	-	-
Sturgeon Bay	25	5	-	10	10
Theresa	2	-	-	-	2
Union Grove	3	-	-	1	2
Waterloo^3	-	-	-	-	-
Wautoma^3	68	10	5	25	28
Whitewater	-	-	-	-	-
Wild Rose	-	-	-	-	-
Winneconne	-	-	-	-	-
TOTALS	448	70	21	133	224
PERCENT	74.7	11.7	3.5	22.	37.3
TOTALS (1960)	491	160	36	176	119
PERCENT	66.1	21.5	4.8	23.7	16.0

1, 2, 3See Table 7B

EXPECTED AREA OF DESTINATION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN[1] ON CHILDREN-IN-CREW FORMS, RELATED TO LOCATION VERIFICATION AND RETURN OF EDUCATIONAL ASSESSMENT FORMS, FOR WISCONSIN: 1962

AREA OF DESTINATION	TOTAL	LOCATION NOT VERIFIED				TOTAL
		Educational Assessment Forms Returned		Educational Assessment Form Not Returned	Educational Assessment Form Not Sent	
		Completed and/or Partially Completed	No Information			
Almond	-	-	-	-	-	8
Baileys Harbor	-	-	-	-	-	28
Belgium	-	-	-	-	-	35
Berlin	7	1	-	6	-	37
Cambria	-	-	-	-	-	3
Carrutherville	-	-	-	-	-	-
Chilton	-	-	-	-	-	-
Cleveland	-	-	--	-	-	-
Clyman	1	-	-	-	1	17
Coloma	-	-	-	-	-	7
Columbus	-	-	-	-	-	-
Ellison Bay	6	6	-	-	-	34
Endeavor	-	-	-	-	-	4
Fall River	-	-	-	-	-	14
Freedom	-	-	-	-	-	-
Green Bay[2]	29	9	-	4	16	43
Hancock	-	-	-	-	-	14
Hartford	-	-	-	-	-	47
Harrisville	9	4	-	5	-	9
Hilbert	-	-	-	-	-	-
Hillsborough	-	-	-	-	-	-
Jefferson	-	-	-	-	-	-
Kenosha	-	-	-	-	-	-
Lake Mills	2	-	-	2	-	18
Lima	-	-	-	-	-	-

Table 7B (Continued)

AREA OF DESTINATION	TOTAL	LOCATION NOT VERIFIED				
		Educational Assessment Forms Returned		Educational Assessment Form Not Returned	Educational Assessment Form Not Sent	TOTAL
		Completed and/or Partially Completed	No Information			
Manitowoc	1	-	-	1	-	6
Markesan	-	-	-	-	-	-
Milwaukee	-	-	-	-	-	-
Montello	-	-	-	-	-	68
Neshkoro	-	-	-	-	-	-
Oakfield	-	-	-	-	-	-
Oconto	19	12	-	6	1	-
Palmyra	-	-	-	-	-	-
Plainfield	5	-	-	2	3	5
Portage	-	-	-	-	-	13
Princeton	-	-	-	-	-	-
Randolph	-	-	-	-	-	-
Random Lake	-	-	-	-	-	-
Red Granite	3	-	-	3	-	3
Rice Lake	-	-	-	-	-	-
Shiocton	-	-	-	-	-	-
Sister Bay	2	2	-	-	-	2
Sturgeon Bay	39	24	2	12	2	65
Theresa	-	-	-	-	-	2
Union Grove	-	-	-	-	-	3
Waterloo	-	-	-	-	-	-
Wautoma[3]	24	3	6	8	7	90
Whitewater	4	-	-	-	4	4
Wild Rose	-	-	-	-	-	-
Winneconne	-	-	-	-	-	-
TOTAL (1962)	152	61	8	49	34	600
Percent	25.3	10.2	1.3	8.1	5.7	100.0

Source: Tally of individual cards of migrant children compiled from ES 369's, Children-in-Crew Forms, and actual field

This section of the report summarizes the efforts made to obtain educational information on each of the migrant children listed on the children-in-crew forms prior to his arrival in Wisconsin. Of the 600 names of migrant children submitted to the research project on the children-in-crew forms, Tables 7A and 7B show that educational assessment forms (Y-59's) were sent to the home schools in Texas for 258 of the children. Whereas educational assessment forms were not sent for 18.8 percent of the names of school age children listed on the children-in-crew forms in 1960, the corresponding percentage for 1962 stood at 43 percent. Educational assessment forms were not sent for nine children because of their home schools being located in Michigan (3), Wisconsin (3), and Pierdras Negras, Mexico (3). Forms were not sent for the rest of the children because their names reached the project after schools in Texas had closed for the summer and records are then usually unavailable. However, further explanation is needed to account for the increase from 18 percent to 43 percent of the forms not sent to the home schools in 1960 and 1962, respectively. One difference noted was the timing of the children-in-crew forms coming to the project in 1960 and 1962. In 1960 we noticed that the ES 369's and the accompanying children-in-crew forms were sent to the project from Texas as soon as the crews had been registered. Since many work groups knew their work schedules by early spring, we received ES 369's and children-in-crew forms commencing in April. Ample time was insured to process the educational assessment forms and send them to the relevant schools in Texas for completion and return. Both in 1960 and 1962, many of the children-in-crew forms coming to the project too late for preparing and sending the educational forms had time-clock marks indicating that the crews had been registered with a local employment office in Texas during May. The normal time required to forward the ES 369's and children-in-crew forms through regular channels would account for our receiving the forms after May, and thus too late for mailing educational forms to Texas with a favorable probability that they would be completed and returned to the project for summer school purposes. But additionally in 1962, we observed that some crews had been registered early in 1962 and children-in-crew forms had been filled out; nevertheless, their ES 369's and the accompanying children-in-crew forms were not sent from Texas to Wisconsin until the crews were about to leave Texas for their first assignemnts in Minnesota or North Dakota. Tracing through the steps, it is this particular change which, in our opinion, accounts for the sizeable percentage of forms which were sent too late for the purpose of securing educational assessment information. Perhaps we did not re-emphasize strongly enough the importance of our getting the ES 369's from Texas as soon as possible without interfering with the operations of the employment service.

Of the 342 educational assessment forms sent to schools in Texas, 182 of them were not returned to the project. Presumably, they were discarded since some of the schools responded even though they had no information on specific children. However, 46.9 percent of the educational assessment forms sent to schools in Texas were returned to the project in 1962 as compared with 46.4 percent of those returned in 1960.

It was possible to verify the arrival of specific children in expected places at specific times on the basis of their names being listed on the children-in-crew forms in spite of our not having educational assessment information for them. Tables 7A and 7B summarize whether the locations of the migrant children were verified at their expected areas of destination in Wisconsin and whether educational assessment information was provided ahead of their arrival in the specific areas of destination. The following analysis relates to the overall pattern of location verification as revealed in Tables 7A and 7B.

About 75 percent (448) of the 600 children listed on the children-in-crew forms were verified at their expected areas of destination. As we had anticipated, the percentage of verification was better than the 66.1 percent verified in 1960. Of the 448 children, 15.6 percent (70) were verified at their expected locations and had educational assessment data partially and fully completed on their Y-59's. About five percent (21) of those children verified had their educational assessment forms returned from Texas with no school information. Approximately 30 percent of the children verified did not have educational assessment forms returned to the project, and nearly a half (224) of the children verified did not have educational assessment forms sent to Texas for reasons mentioned above.

On the other hand, one-fourth of the children listed on the children-in-crew forms were not verified in the locations expected. However, we had received educational data, completed and partially completed, for 40.1 percent of them. About 32 percent (49) of their educational assessment forms were not returned. Nearly 32 percent (49) of the children not verified at their expected locations did not have educational assessment forms returned from the schools in Texas and 22.4 percent of their forms were not sent to Texas. While the analysis of the 1962 data shows an overall improvement in the verification of the arrival of migrant children in specific locations at specific times, a similar gain is not shown for the sending in advance of educational information for the migrant children listed on the children-in-crew forms. The latter shortcoming, in our judgment, stems not from the efficacy of the technique, but rather from the need to re-emphasize the importance of time. The ES 369's and children-in-crew forms have to be forwarded with the least amount of delay to the pertinent states. Then the necessary educational assessment forms can be sent to the relevant schools, thereby reducing the number of cases of "educational assessment forms not sent". Although the above analysis has been concerned with the overall pattern for the group of migrant children under consideration, a similar analysis may be undertaken for each area.

It seems fitting to make a comment on the cooperation of the local employment offices in Texas. There is conclusive evidence on the ES 369's from Texas that employment service staff tried to get school information from the family heads and crew leaders. Frequently, we observed written on the ES 369's "Wisconsin school information not available". We had expected more cooperation from the family heads of the work groups since most of the groups coming into Wisconsin are under the leadership of family heads, and presumably they are in a position to know the names, age, and school attended, of children in their groups.

A list of areas of concentration of migrant children in Wisconsin, 1962, may be taken from the row totals of Tables 7A and 7B including the number of school age children whose locations were verified with educational assessment data. The places with a concentration of migrant children sufficient to warrant prediction of sufficient numbers (25) for school purposes fall in eight areas: Baileys Harbor (28), Belgium (35), Berlin (30), Ellison Bay (28), Hartford (47), Montello (68), Sturgeon Bay (25), and Wautoma (68).

Chapter 5

FACTORS AFFECTING DISTRIBUTIONAL AND TEMPORAL PATTERNS OF THE MOVEMENT OF AGRICULTURAL MIGRATORY WORKERS AND THEIR CHILDREN IN WISCONSIN

Descriptions of the patterns of distribution and arrival time of migrant children in Wisconsin are incomplete without the inclusion of underlying factors which help to create the patterns. To what extent can the patterns described for one year or period be useful for educational planning for the next year or the immediate future?[1] What are the possibilities of investing resources in developing educational programs for migrant children in the face of the uncertainty of numbers and changes in the demands for migrant laborers? At what points or under what circumstances may we expect migrant children to arrive later or earlier in a locality? In an attempt to answer questions such as these we have considered some of the factors affecting the geographical distributional and temporal patterns of the movement of children of seasonal migrant workers in Wisconsin.

Labor Demand and Supply

One of the principal factors affecting the influx of migrant workers and their children in Wisconsin is that commercial farming and the vegetable and fruit processing industries in Wisconsin demand a considerable amount of labor at critical times for short duration. No drastic changes in the level of demand for this type of farm labor is foreseen for the immediate future, providing (1) a continuing demand for the types of crops produced in the state, (2) the maintenance of a relative stable combination of the factors of production (i.e., labor, capital, land, and technology), and (3) costs and revenues are such that employers will continue to have incentives to produce crops for commercial purposes.

Labor requirements may be filled from sources within the state or from other states. In most areas of the state, this labor requirement cannot be met from local and intrastate sources, and it therefore becomes necessary to recruit workers from out-of-state sources where there is a supply of workers willing to leave their homes for short-term farm work.

In Wisconsin many residents are unwilling to work for the wages offered as agricultural laborers, find the so-called "stoop" labor unattractive, and prefer steady jobs to intermittent work and stretches of unemployment. Seasonal agricultural work is less preferable to residents of the state, especially when work of a more permanent nature which affords a higher level of living can be found in their localities or in other localities through migration.[2] Considering the general level of economic prosperity, the level of employment of resident workers, and the relatively higher wages and stability offered to them in other jobs,[3] we anticipate no marked increase in the employment of resident workers to meet seasonal agricultural labor requirements in Wisconsin.

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[1] The need for this type of information was re-emphasized at the 1962 Migrant Education Workshop. See Guide to Organization and Administration of Migrant Education Programs: An Aid for the Implementation of Educational Opportunities for Children of Migratory Agricultural People, Denver, Colorado State Dept. of Education, 1963, p. 5.

On the other hand, Texas is the home of a large population of people who are unable to find employment, who have very low or no wages, who have experience as farm workers, and who have shown a willingness to leave their homes for employment in agricultural activities. Furthermore, improved farm technology and mechanization of different phases of crop activities continue to significantly reduce the number of jobs available to seasonally hired laborers.[4] One of the results has been growing unemployment and underemployment among the Texas agricultural population. For these reasons we expect Texas to continue to be the major supply state of migrant farm workers in this section of the nation.

Crops Requiring Out-of-State Workers

Not all crops produced for the market require an extra amount of labor at harvest time. A number of crops produced on large scale in Wisconsin require no additional amounts of labor which cannot be supplied from local sources. In the main, they are crops which have become partially or completely mechanized in all phases of the crop activity, and therefore the labor needs for these crops have been drastically reduced. Among such crops are sweet corn, snap beans, and peas.

Adequate substitutes for human labor have not been found for a number of crops. It may be simply a matter of time until machines are invented, perfected, and adapted to pick cucumbers of a certain maturity from the vines. On the other hand, geneticists and horticulturalists may develop a plant which yields fruits that can be picked by a specially developed machine. These are all real possibilities, but we foresee no immediate development, perfections, and applications to the crops using considerable labor at this time in Wisconsin.[5] Certainly the education of children of migratory workers cannot await technological development and application to force the cessation of the patterns of migration their parents follow to the crops across the land.

A statistical representation of the crops requiring large numbers of seasonal agricultural laborers is shown in Table 8. Although these data are for the number of laborers in 1962, they represent the relative magnitude of the demand for out-of-state labor.

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[2] See Douglas Marshall, Wisconsin's Population--Changes and Prospects, Madison, Wisconsin: University of Wisconsin Agricultural Experimental Station, Research Bulletin 194, Revised March 1956.

[3] Cf. Wisconsin State Dept. of Agriculture, Wisconsin Farmers and Their Nonfarm Jobs, Bulletin No. 343, Madison, June 1958.

[4] See Bureau of Employment Security, Cotton Harvest Mechanization: Effect on Seasonal Hired Labor, BES No. 209, Washington: U. S. Dept. of Labor, June 1962, and Men and Machines, Employment Security Exchange No. 18, Section 1, Farm Labor, February 1961.

Table 8

UTILIZATION OF MIGRANT WORKERS IN MAJOR CROP ACTIVITIES IN WISCONSIN: 1962

CROP ACTIVITY	INITIAL JOB IN WIS.	SECOND JOB IN WIS.	THIRD JOB IN WIS.	TOTAL JOBS FILLED
	10,785	2,062	464	13,311
Cherry - Harvest	4,055	498	---	4,553
Cucumber - Harvest	3,793	267	5	4,065
Peas - Harvest	1,572	54	8	1,634
Sugar Beets - Thin and Block	--	--	--	--
Sweet Corn - Harvest	34	810	274	1,118
Other Canning Crops[1/] Harvest	439	150	166	755
Vegetables - Plant,[2/] Weed & Harvest	892	283	11	1,186

[1/] Includes cabbage, lima beans, snap beans, and red beets.

[2/] Includes cabbage, celery, lettuce, mint, onions, potatoes, and fresh market vegetables.

Source: Wisconsin State Employment Service, Migratory Workers in Wisconsin Agriculture 1962 (Madison, 1963).

It is to be noted that some crops are best worked by men -- those demanding heavy labor, such as shoveling vines at pea vineries or heavy work in the corn harvest. Hence, we expect to find few children among crews composed mainly of adult workers (men) working at pea vineries. On the other hand, the work in cherries, cucumbers, and vegetables are adaptable tothe employment of family groups.

Noteworthy is the fact that a number of men and women members of family-type crews are employed in canning factories during the harvest seasons. These workers are located in easily identified camps and their children are available for educational purposes since they are not normally employed. These crews can be identified from the ES 369's, and crews with children can be identified so that any school officials wanting to know the expected number of children in their areas can be supplied that information.

Since the distribution of migrant workers and their children is associated with the distribution of the acreage of crops using migrant labor, we have been able to secure from the Wisconsin and United States Departments of Agriculture the distribution of selected crops in Wisconsin. These are shown in Appendix F. The two main crops in which the majority of workers are employed are cherries and cucumbers. The distribution of cherries shows their concentration of children under 16 years of age in Door County. Two major areas producing cucumber are shown: (1) Waushara and adjacent counties and (2) the southeastern portion of Oconto County. Again, this is consistant with the information in Table 1. A combination of Table 1 and Appendix C of selected crop acreages enables to discern the spread of the children in certain areas. For example, Table 1 shows that 178 children are expected in Oconto. Oconto happens to be the location of the employers of the workers identified on the ES 369's. But we mentioned earlier that many of the employers allocate workers to the growers. By consulting the maps, we can ascertain how widely distributed the children may be over an area.

By having a knowledge of the labor requirement in the crop activities employing out-of-state workers with children and of the distribution of these crops, we are in a good position to anticipate changes in the number of children, their distribution, and the expected time of their arrival. Let us assume that cucumbers were no longer produced in Wisconsin and no other crop was substituted for them. We could then expect a drastic reduction in the number of seasonal migrant children in Waushara and the fringes of adjacent counties and in Oconto County.

Time Schedule of Crops

Arrival time of migrant workers and their children is associated with the time schedule of the types of crops in which migrant workers are employed. Occasionally climatic conditions are of such nature to postpone or speed up the maturity of crops. The crop schedule for one year may be one or several weeks different from that of another year. But patterns which may be considered as normal have been observed for each type of crop. The time schedule of crops using seasonal out-of-state workers is shown in Table 9. In Appendix D is shown the normal crop span for each county in Wisconsin estimated to have 100 or more domestic migrant workers. We believe these two guides to be more suitable for timing the arrival and departure of children of migrant workers than the actual crop schedule for a single year.

We call attention to the scheduling of work groups into other states before coming to Wisconsin. The crews are normally scheduled to work in a series of places before coming to Wisconsin, and some of the factors discussed above in other states may affect the number and arrival time of migrants in Wisconsin. We know that many of the workers who come to Wisconsin to work in the cucumber harvest worked previously in the sugar beet fields of Minnesota and North Dakota. Therefore, weather and crop conditions in Minnesota or North Dakota may affect the movement of the work groups into Wisconsin at their expected time. Again, work groups delayed in Minnesota or North Dakota may by-pass Wisconsin's cucumbers and travel to Illinois or Indiana if the tomato harvest there is earlier than usual. Tomato picking is said to be easier work and wage rates are higher than for picking cucumbers.

Table 9

TIME OF HARVEST
AND
AREAS OF SELECTED CROPS
IN WISCONSIN

AREA[1]	CROP	MAY	JUNE	JULY	AUGUST	SEPT.	OCT.	NOV.
1	Peas		XXXX	XXXX				
	Sweet corn				XXXX	XXXX		
	Beets	0000	0000	0000		XXXX	XXXX	
	Onions	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	
	Mint	XXXX	XXXX	XXXX	XXXX			
	Vegetables	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
2	Cherries			XXXX	XXXX			
	Apples					XXXX	XXXX	
3	Cucumbers	0000	0000	XXXX	XXXX	XXXX		
4	Peas		XXXX	XXXX				
	Sweet corn				XXXX	XXXX		
	Apples					XXXX	XXXX	
5	Beans				XXXX	XXXX		
	Potatoes				XXXX	XXXX		
6	Peas		XXXX	XXXX				
	Sweet corn				XXXX	XXXX		
	Beans				XXXX	XXXX		
	Potatoes				XXXX	XXXX		
	Strawberries		XXXX					
7	Beans				XXXX	XXXX		
	Strawberries		XXXX	XXXX				
	Apples					XXXX	XXXX	
8	Potatoes				XXXX	XXXX		

Legend: XXXX Harvest Work 0000 Other Work

[1] See Figure 2 for a map of the crop areas.

PART II

ASSESSMENT OF EDUCATIONAL NEEDS AND CONDITIONS OF CHILDREN OF AGRICULTURAL MIGRATORY WORKERS IN WISCONSIN

To be effective, especially in short periods of time, the education of children must be provided by persons with substantial knowledge of their strengths and weaknesses. This is especially important in establishing useful educational programs for children of migratory laborers. This section describes procedures used in obtaining information and identifies problems associated with the short-term educational efforts of such children.

Chapter 6

ANALYSIS OF EDUCATIONAL ASSESSMENT DATA

An analysis of the data obtained from the educational assessment forms is dealt with in this section of the report. Normally, the purpose of the form is to gather educational information on a specific migrant child before his arrival in Wisconsin. The information may then be forwarded to the local school district in which the child is expected to arrive. Thus, a teacher or school official is able to assay the educational assets and liabilities of that particular child before his appearance at school. In a similar manner, the same results may be obtained from educational information received ahead of the arrival of all migrant children expected in a given school district. Extendibly, a statistical treatment of selected items of information on all forms returned to the project in 1962 may give added insights concerning the educational strengths and weaknesses of migrant children coming into the state from Texas.

A word of explanation is in order regarding sampling. There is the possibility of these data being taken as representative of all school-age seasonal agricultural migrant children in the state during a given year. The analysis which follows is not based on a scientifically drawn sample of educational assessment forms from among all school-age migrant children expected in Wisconsin in 1962. Although there is no problem in theoretically defining the population of school-age migrant children expected in Wisconsin during a given year, numerous problems are involved in concretely defining the population and, especially, in securing a list of the members of the defined population from which a random sample of the required size may be drawn. A further problem consists in getting a completed educational assessment form matched with each individual selected for the sample. Throughout this report the basic technical prerequisitions have not been met for selecting a sample representative of the school-age agricultural migrant population.

Consequently, the 600 names of school-age migrant children listed on the children-in-crew forms constitute a biased sample of school-age children from Texas. In all probability, the names listed on the children-in-crew forms represent a more favorable group with respect to educational achievement and allied variables. The crew leaders and/or family head providing the information for the children-in-crew forms may be more enlightened and perceptive of the relationship between education and improved opportunities for their children. At least the parents of these children generally have not permitted them to drop out of school. Again, it may be suggested that the willingness to give the information requested are functions of the level of literacy and motivations of the leaders and/or family heads. Even if these suggestions are not justified, we have no statistical basis or other reliable standard for judging the representativeness of the list. Furthermore, if the analysis shows certain weaknesses for these presumably more favored among the migrant children, then a strong argument can be made for the existence of similar educational weaknesses, if not additional weaknesses, among the remaining migrant children. Finally, the degree of bias is increased by the use in this analysis of information about 160 of the 600 names appearing on the children-in-crew forms. An examination of this limitation has been discussed elsewhere. Nevertheless, the findings from most survey research, or studies based on census or registration systems, reveal that the unknown items or uncounted persons are usually unrepresentative of the population in question. With these general limitations of the data thus set forth, we now take up an examination of the educational assessment forms returned to the project.

Completeness of the Returned Educational Assessment Forms

Table 10 casts some light on the extent to which it is possible to secure educational information for migrant children from their home schools on copies of a form designed by the project. The form was designed for the purpose of securing a minimum of information considered by teachers and school officials to be essential for a prompt assessment of the migrant child's educational background. Meanwhile, it was hoped that the information could be provided without taking too much of a teacher's time.

Table 10

AGE DISTRIBUTION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*
RELATED TO COMPLETENESS OF Y-59's, FOR WISCONSIN: 1962

AGE	TOTAL	COMPLETENESS OF Y-59's		
		Completed	Partially Completed	No Information
6	7	-	5	2
7	13	6	3	4
8	17	6	10	1
9	23	7	15	1
10	18	7	7	4
11	12	4	6	2
12	22	9	10	3
13	10	6	3	1
14	23	9	7	7
15	15	7	4	4
TOTAL	160	61	70	29
PERCENT	100.0	38.1	43.8	18.1

*Refers to those children for whom Educational Assessment Forms were returned.

Completed Forms. About 38 percent of the 160 returned educational assessment forms (Y-59's) were considered as complete for our purposes. We followed the same procedure as Thomas in determining the completeness of the Y-59's. Identifying information had been transcribed on the Y-59's from the children-in-crew forms for each relevant child prior to sending the Y-59's to the home schools in Texas. A completed form, additionally, contained the child's age, current grade placement, and score from a standard achievement test administered during the 1961-62 school year. The more subjective evaluations by a teacher of the child's ability to speak Spanish, ability to speak English, and general health conditions were not considered essential for the purposes at hand. The justifications are that ratings of the latter items depended too much on the individual teacher's definition of poor, fair, good, and excellent, and that the lack of specified criteria or objective standards for the ratings rendered them less comparable than the more objectified measurement, say, of a child's age. Nevertheless, most (50 out of 61) of the completed forms contained evaluations by the teachers on such items of information.

Partially Completed Forms. About 44 percent, or 70, of the 160 returned educational assessment forms were classified as partially completed forms. To be considered as partially completed, a form had to have at least one omission either of the child's age, current grade placement, or achievement test score from a standard test administered during 1961-62. Fifty-seven out of the 70 partially completed forms had no achievement test scores. However, most of them had teachers' comments regarding the migrant children under consideration. Sixty-one out of the 70 partially completed forms had an evaluation of the child's ability to speak Spanish, ability to speak English, and general health condition.

Generally, the completed and partially completed forms, making up 82 percent of the returned Y-59's, provided insightful background information on the migrant children as seen by their teachers.

Incompleted Forms. This group of 29 forms, 18 percent of the 160 returned Y-59's, had no usable educational information concerning the pertinent children. None of these forms was returned to the project due to improper addresses or unclaimed mail. Indications point to the receipt of the forms by the Texas schools; whether a response is made to our request for information is another question. At any rate, the incompleted forms returned to the project, under close examination, disclose something about the basic sources of information. For example, the family head and/or crew leader was asked to list on the children-in-crew forms the "name of school attended" and the "name of the town in which school is located" for each school-age child accompanying the crew. A child not attending school was normally excluded from the list and a few of the children-in-crew forms had school-age children listed but accompanied with "not in school". If the information supplied is correct, then we expect the specific schools to have records of the recent enrollment of the specific migrant children. Yet 14 of the 29 incompleted forms were returned from the pertinent Texas schools with notations such as, "no record of attendance in this school", "no record", "did not register here". An additional nine of the 29 incompleted forms were returned with an indication that the named children had been previously enrolled in the particular schools, but "no record of this child for past two years", "did not attend here this year", "no record of this child -- sometimes her family registers under the mother's maiden name". Only one incompleted Y-59 was returned due to inability of a school official to identify the child. In this single case, the child's birthday, parents' name, grade, and year last attended were requested by the school. The remaining five forms were returned with simply "unknown" or "unable to locate" written on them.

In sum, 89.1 percent of the 160 returned Y-59 forms contained useful information on the educational background and unique problems of the migrant children. The remaining 18.1 percent of the Y-59's were returned to the project with no information. However, even the "no information" group is revealing. A close examination of these forms indicated that inability to identify the child on the basis of information provided by the project was not a major problem. Instead most of the "no information" forms resulted primarily from the Texas schools having no records indicating the enrollment of the children in question during either the past year or the past two years. This situation was obtained even though family heads and/or crew leaders had listed specific schools which had been attended by specific children. This can be interpreted, in our opinion, either as instances of recent school drop-outs or a source of error in the reporting of family heads and/or crew leaders of the schools in question.

As far as can be determined by the data, the completeness of the Y-59's, returned from Texas in 1962 show no definite improvement over those included in the study of 1960. In 1960, 85.7 percent of the 280 returned educational assessment forms were completed and/or partially completed. Whereas in 1962, the corresponding percentage was 81.9 percent of the 160 returned Y-59's. About 14.3 percent of the educational assessment forms were returned with no information in 1960 as compared with 18.1 percent in 1962. The small size, non-randomness, and chance fluctuations prohibit an assertion of significant differences between the returns for the two periods.

Health Conditions of Migrant Children

An evaluation of health condition by teachers was obtained from about 66 percent, or 106, of the 160 returned educational assessment forms for migrant children. Fifty-four, or 33.8 percent, of the 160 educational assessment forms were returned to the project without an evaluation made on the health condition of migrant children. These data are classified by age groups in Tables 11 and 12. However the small number of cases used as the base in the calculation of the percentage distribution for each of the age groups places limitations upon their usage for comparative purposes.

Table 11

HEALTH CONDITIONS OF SEASONAL AGRICULTURAL MIGRANT CHILDREN,*
BY AGE, FOR WISCONSIN: 1962

AGE	TOTAL	CONDITION OF HEALTH				
		Excellent	Good	Fair	Poor	Unknown
6	7	1	3	-	-	3
7	13	-	1	2	1	9
8	17	-	7	5	-	5
9	23	1	11	5	2	4
10	18	-	8	3	-	7
11	12	1	4	3	1	3
12	22	-	14	4	-	4
13	10	-	4	-	1	5
14	23	1	11	3	-	8
15	15	1	6	2	-	6
TOTAL	160	5	69	27	5	54
PERCENT	100.0	3.1	43.1	16.9	3.1	33.8

*Refers to those children for whom Educational Assessment forms were returned.

Table 12

PERCENT DISTRIBUTION OF THE AGE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY CONDITION OF HEALTH, FOR WISCONSIN: 1962

AGE	TOTAL	CONDITION OF HEALTH				
		Excellent	Good	Fair	Poor	Unknown
6	100.0	14.3	42.9	-	-	42.9
7	100.0	-	7.7	15.4	7.7	69.2
8	100.0	-	41.2	29.4	-	29.4
9	100.0	4.3	47.8	21.7	8.7	17.4
10	100.0	-	44.4	16.7	-	38.9
11	100.0	8.3	33.3	25.0	8.3	25.0
12	100.0	-	63.6	18.2	-	18.2
13	100.0	-	40.0	-	10.0	50.0
14	100.0	4.3	47.8	13.0	-	34.8
15	100.0	6.7	40.0	13.3	-	40.0
TOTAL	100.0	3.1	43.1	16.9	3.1	33.8

The general health ratings of poor, fair, good, or excellent were the teachers' judgments. We have no evidence that the evaluations of health of the migrant children were or were not made by medical personnel. Evaluations by individual teachers are not considered to be as comparable as those obtained by medically trained persons who presumably agree on general categories of health conditions and the placing of individual cases therein. Different teachers are likely to have different definitions of what constitute different ratings of health. As Thomas puts it: "Teachers are likely to be influenced by poor clothing and unkempt appearance of a child and thus give the child a lower rating in health than he actually deserves."[1]

If we eliminated the 54 forms with no health ratings, we find that about 65.1 percent of the 106 migrant children were evaluated as being in good health. About 30.2 percent of the migrant children were judged to be in either fair or poor health. Only 4.7 percent of them were considered to be in excellent health condition. Of course, if we increased the group size by including the 54 forms with no health evaluations, the relative figures derived would be lower.

An examination of similar health data for 1960 shows that 51.7 percent of the 207 children were rated as being in good health; 42.5 percent were rated as being in poor or fair health; and 5.8 percent of the 207 migrant children were rated as being in excellent health. A comparison of these two sets of data, for 1960 and 1962, suggest that some improvement is noted in the health conditions of the migrant children. A better picture would be obtained if evaluations were made of the same group of children in different years. At best, the data point to a sizeable proportion of the migrant children as being of poor health. A selection of comments by teachers on the unique problems of particular migrant children attests to their poor health conditions: "always sick", "absent very often -- complained of headaches", "neglected and unwanted -- undernourished",

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[1] Thomas, *op. cit.*, p. 22.

"eye check by nurse -- revealed a need of medical attention", "suffers from frequent nose bleeding", "subject to fainting spells", "had black-dot ringworm", "scalp condition", etc.

Ability to Speak English by Age

About 78 percent, or 124, of the 160 educational assessment forms contained evaluations of the migrant children's ability to speak English. The ability to speak English was rated in the following categories: excellent, good, fair, poor, and none. The data on the ability of the migrant children to speak English are classed by age and are shown in Tables 13 and 14. A rating of excellent, good, fair, poor, or none depended upon the teacher's judgment. There were no formal criteria delineated as standards of comparison. Moreover, there was no clear distinction as to whether the teacher compared the children's ability to speak English with the expectations of persons with English as a native tongue or of those with Spanish as a native tongue.

Table 13

ABILITY TO SPEAK ENGLISH OF SEASONAL AGRICULTURAL MIGRANT CHILDREN,*
BY AGE, FOR WISCONSIN: 1962

AGE	TOTAL	ABILITY TO SPEAK ENGLISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	7	-	-	2	3	-	2
7	13	-	2	3	2	1	5
8	17	-	2	3	10	-	2
9	23	1	2	11	6	-	3
10	18	-	3	7	3	-	5
11	12	1	-	5	2	1	3
12	22	-	5	9	4	-	4
13	10	-	2	4	1	-	3
14	23	1	1	10	6	-	5
15	15	-	1	6	4	-	4
TOTALS	160	3	18	60	41	2	36

*Refers to those children for whom Educational Assessment forms were returned.

Again, these comments relate to the educational assessment forms which had evaluations on ability to speak English; 36 of the 160 educational assessment forms had no evaluations by the teachers. About 2.4 percent, or three, of the 124 children were rated as having an excellent ability to speak English; on the other hand, 1.6 percent, or two, of the children were not able to speak English. Nearly half, 48.5 percent, of the 124 children were considered as being able to speak English fairly. Forty-one, or 33.1 percent, of the 124 migrant children were considered as being able to speak English poorly.

Table 14

PERCENT DISTRIBUTION OF THE AGE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY ABILITY TO SPEAK ENGLISH, FOR WISCONSIN: 1962

AGE	TOTAL	ABILITY TO SPEAK ENGLISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	100.0	-	-	28.6	42.9	-	28.6
7	100.0	-	15.4	23.1	15.4	7.7	38.4
8	100.0	-	11.8	17.6	58.8	-	11.8
9	100.0	4.3	8.7	47.8	26.1	-	13.0
10	100.0	-	16.7	38.9	16.7	-	27.8
11	100.0	8.3	-	41.7	16.7	8.3	25.0
12	100.0	-	22.7	40.9	18.2	-	18.2
13	100.0	-	20.0	40.0	10.0	-	30.0
14	100.0	4.3	4.3	43.5	26.1	-	21.7
15	100.0	-	6.7	40.0	26.7	-	26.7
TOTALS	100.0	1.9	11.3	37.5	25.6	1.2	22.5

From all indications, Spanish is the major language of communication in the homes of the migrant children from Texas. It is also the language commonly used in communication outside of the classrooms. Inability to speak English has been labeled as one of the major factors retarding the education of the migrant children, especially since it is the principle medium of learning in American schools. If Spanish is the native tongue of the migrant children, and if we assume that increasing years of exposure and use of English in the classroom we may bring about an improved ability to speak English, then we expect to find a reflection of this pattern in the tabulation of the data on ability to speak English by age. If we standardized the distribution of ratings by age (Table 14), we would expect to observe a shift towards "excellent" of the children's ability to speak English as one moves from young to older age groups.

Again, the small number of cases offers little possibility of demonstrating stable and systematic relationships. As shown in Table 14, the data show no systematic shifts towards "excellent" in the ability to speak English as one moves from the younger to the older age groups.

However, comments by some teachers on the educational assessment forms point to some of the language difficulties of the migrant children and evidence in the table does not justify an abandonment of the "exposure" hypothesis. Lack of school attendance is a strategic factor in connection with the amount of exposure to English in school. Many of the school records of the migrant children point to the problem of truancy among the migrant children during their time in Texas. Let us dramatize this problem by pointing to an actual case of a 12 year old boy placed in the 4th grade. "He enters school late (October 23, 1961) and leaves early (April 30, 1962). While registered, the same boy was absent 25½ days. This problem is common every year", says a school principal. Table 13 includes the case of another child attending school for the first time at age 11. He could not speak or write English and did not know how to play with other children. Again, a case is reported of a 12 year old boy remaining in the 1st grade because he did not have enough attendance in his particular school for promotion during the last four years.

The early leaving from, and late returning to, school are common problems among migrant children and mean that a sizeable portion of time is spent away from school and presumably from exposure to English. Their overal scholastic performance is affected. A teacher says, "This child was a good student, but if he were in school in one place for the whole year, he could have been a top student. He left and returned at crucial learning periods in the year." Speaking of a six year old, a teacher observes, "__________ is very capable, but his continuous absence from school hinders his learning ability. He should speak more English at home."

Ability to Speak Spanish by Age

About 71 percent, or 113, of the 160 returned educational assessment forms contained evaluations by teachers of the ability of the migrant children to speak Spanish. Data on the Spanish speaking ability of the migrant children by age group are summarized in Tables 15 and 16. The same limitations regarding the quantity and quality of the data on the ability of the children to speak English also apply to these data on the ability of the children to speak Spanish. However, it is not known whether teachers who made evaluations on the children's ability to speak Spanish had a command of Spanish themselves.

Table 15

SPANISH SPEAKING ABILITY OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY AGE, FOR WISCONSIN: 1962

AGE	TOTAL	ABILITY TO SPEAK SPANISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	7	-	2	2	-	-	3
7	13	-	1	3	1	-	8
8	17	1	4	7	-	-	5
9	23	1	8	10	-	-	4
10	18	1	4	7	-	-	6
11	12	-	3	5	1	-	3
12	22	-	6	11	1	-	4
13	10	-	1	6	-	-	3
14	23	-	7	8	1	-	7
15	15	-	5	4	2	-	4
TOTALS	160	3	41	63	6	-	47

We have observed that generally Spanish is the mother tongue of the migrant children from Texas. An examination of the comments on the Y-59's by teachers indicates that some schools in Texas follow a custom of not permitting Spanish spoken in the classrooms or on the playgrounds as a way to induce the Spanish speaking children to get more practice speaking English. Recognizing this practice, some teachers judiciously did not make evaluations on the children's ability to speak Spanish, but did evaluate their English speaking ability. One teacher noted, "All children in our school, approximately 750, are of Mexican parentage. As little English is spoken in the home, and Spanish is not taught in school, the language handicap becomes the greatest problem."

Table 16

PERCENT DISTRIBUTION OF THE AGE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY ABILITY TO SPEAK SPANISH, FOR WISCONSIN: 1962

AGE	TOTAL	ABILITY TO SPEAK SPANISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	100.0	-	28.6	28.6	-	-	42.9
7	100.0	-	7.7	23.1	7.7	-	61.5
8	100.0	5.9	23.5	41.2	-	-	29.4
9	100.0	4.3	34.8	43.5	-	-	17.4
10	100.0	5.6	22.2	38.9	-	-	33.3
11	100.0	-	25.0	41.7	8.3	-	25.0
12	100.0	-	27.3	50.0	4.5	-	18.2
13	100.0	-	10.0	60.0	-	-	30.0
14	100.0	-	30.4	34.8	4.3	-	30.4
15	100.0	-	33.3	26.7	13.3	-	26.7
TOTAL	100.0	1.9	25.6	39.4	3.8	-	29.4

A tabulation of the data on ability to speak Spanish by ability to speak English is shown in Table 17. If we rule out all unknown cases in the classifications, the data suggest a close agreement between ability to speak Spanish and ability to speak English. Note that 47 of 111 children were given corresponding ratings for ability to speak both Spanish and English. For example, of the 47 children, nine were rated as able to speak both English and Spanish well, 33 as able to speak both languages fairly well, and five as able to speak both only poorly. With the exception of five children, the remaining 64 were rated as being able to speak Spanish better than English. The exceptional five children were rated as able to speak English better than Spanish.

Table 17

ABILITY TO SPEAK SPANISH OF THE AGRICULTURAL MIGRANT CHILDREN CLASSIFIED BY ABILITY TO SPEAK ENGLISH, FOR WISCONSIN: 1962

Ability to Speak Spanish	ABILITY TO SPEAK ENGLISH						
	Excellent	Good	Fair	Poor	None	Unknown	Total
Excellent	-	3	-	-	-	-	3
Good	-	9	27	6	1	-	42
Fair	1	4	33	21	1	1	61
Poor	-	-	-	5	-	1	6
None	-	-	-	-	-	-	-
Unknown	-	2	4	6	-	36	48
TOTALS	1	18	64	38	2	38	160

Actual Grade Placement of Migrant Children by Age

Educational assessment forms returned to the project enabled a tabulation of the actual grade placement of the migrant children by their age groups. About 75 percent, or 121, of the forms contained both the age and actual grade placement for the migrant children. As we know, there is normally a relationship between the age of a child and his academic achievement as measured in terms of his actual school grade placement. If a child starts his formal education at the age of six, generally he is able to advance one grade with each year in school until his formal education is terminated. Thus, an examination of the data should reveal the nature of the relationship between age and actual grade placement of the migrant children.

Of course, the nature of the relationship depends also upon the accuracy of the underlying data on age and actual school grade placement. Generally the age of a child used is that transcribed from the children-in-crew forms to the educational assessment forms or as modified by information provided by the school. In the latter case, the school substituted the date of birth for an inconsistent statement of age, and the child's age was appropriately corrected. Careful attention should be given to the statement of age of the child because of its importance in estimating how far a child deviates from normal school grade placement. Evidence from some of the educational assessment forms provides reasons to question the accuracy of statements of age of the migrant children as given by the crew leaders. This feature could probably be improved by a request for the date of birth of each child, but this is not considered advisable at this time due to the resistance of the crew leaders. A comparison of the ages of a few children as reported on the children-in-crew forms with the ages of the same children as determined from their date of birth provided by the schools on the returned educational assessment forms suggests a slight overstatement of the age of some children. If there is not a similar overstatement of the actual school grade placement, then the effects on the relationship between age and actual school grade placement of the children would be a slight overstatement of the amount of deviation from normal school grade placement.

The actual school grade placements of the migrant children used are those provided by the Texas schools on the educational assessment forms. The information was provided by school officials during the latter part of the 1961-62 school year.

The data on the actual school grade placement as distributed by age for the migrant children are shown in Table 18. In a few cases, "primer" or "pre-primer" was given rather than a numerical grade placement. "Pre-primers" were allocated to the "beginner" category and "primers" were placed in the 1st grade. A normal distribution of the cases would show a direct relationship between advancing age and higher school grade placement. Furthermore, the cases would be expected to fall into a single line of cells running diagonally from the upper left to the bottom right of the known categories.

A close look at Table 18 reveals that the expected distribution of data is not obtained. Instead the data show that the children fall below normal grade placement. These data may also be considered as revealing the extent of educational retardation of the migrant children under study.

Table 18

ACTUAL SCHOOL GRADE PLACEMENT OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY AGE, FOR WISCONSIN: 1962

AGE	ACTUAL SCHOOL GRADE PLACEMENT													
	Total	Beginner	1	2	3	4	5	6	7	8	9	10	11	Special	Unknown
6	7	4	1	-	-	-	-	-	-	-	-	-	-	2
7	13	-	4	4	-	-	-	-	-	-	-	-	-	5
8	17	1	8	2	1	-	1	-	-	-	-	-	-	4
9	23	1	5	8	6	-	-	-	-	-	-	-	-	3
10	18	-	1	5	4	-	2	-	-	-	-	-	-	6
11	12	-	2	1	2	5	-	-	-	-	-	-	-	2
12	22	-	1	2	5	4	4	-	1	-	-	-	-	1*	4
13	10	-	-	-	-	2	1	3	2	-	-	-	-	1*	1
14	23	-	-	-	1	4	2	4	4	1	-	-	-	-	7
15	15	-	-	-	2	2	-	1	3	2	-	-	-	-	5
TOTALS	160	6	22	22	21	17	10	8	10	3	-	-	-	2*	39

*Educable mentally retarded.

A rearrangement of these same data should reveal more clearly the extent of deviation from normal grade placement from each age group. It must be remembered that the small number of cases in each age group imposes limitations on the nature and reliability of the statements that can be made concerning the relationships. Table 19 shows the extent to which the migrant children were behind or above the normal age-grade level. The usual age-grade relationship which is typical for most children making normal progress through the grades is used as a standard for comparison -- i.e., in grade one at age six and progressing one grade per year.

If we exclude the 42 cases for which no definite school grade placements could be assigned, the data in Table 19 show that about 82 percent of the migrant children were from one to seven years behind the normal age-grade placement for children of similar ages. Although the cases in each age group are small, a pattern is revealed which suggests that the migrant children get farther and farther behind in their school grade placement with advancing ages. About 50 percent of the children were two or three years below the normal age-grade placement. Only one out of 119 children was one year ahead and only about 11 percent of the children were at their age-grade level.

That similar results have been found for many studies[2] covering different times and samples of migrant children in different places strengthens the reliability of these findings even in view of the small numbers of cases involved. Thomas reported that 78.3 percent of the 208 migrant children in the study were one to three years behind normal age-grade level in 1960 and this study shows that 66.4 percent of the migrant children were one to three years behind normal age-grade level.

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[2] Thomas, op. cit., p. 30.

Table 19

RELATIVE DEVIATION OF ACTUAL SCHOOL GRADE PLACEMENT OF SEASONAL AGRICULTURAL MIGRANT CHILDREN ENTERING WISCONSIN FROM NORMAL AGE-GRADE LEVEL, BY AGE: 1962

AGE	TOTAL	REL. DEVIATION OF ACTUAL SCHOOL GRADE PLACEMENT FROM NORMAL AGE-GRADE								
		1 Yr. Ahead	At Age Grade Level	1 Yr. Behind	2 Yrs. Behind	3 Yrs. Behind	4 Yrs. Behind	5 Yrs. Behind	6 Yrs. Behind	7 Yrs. Behind
6	5	-	5	-	-	-	-	-	-	-
7	8	-	4	4	-	-	-	-	-	-
8	13	1	1	2	8	1	-	-	-	-
9	20	-	-	6	8	5	1	-	-	-
10	12	-	2	-	4	5	1	-	-	-
11	10	-	-	5	2	1	2	-	-	-
12	17	-	1	-	4	4	5	2	1	-
13	8	-	-	2	3	1	2	-	-	-
14	16	-	-	1	4	4	2	4	1	-
15	10	-	-	-	2	3	1	-	2	2
TOTAL	119	1	13	20	35	24	14	6	4	2
PER-CENT	100.0	.8	10.9	16.8	29.4	20.2	11.8	5.0	3.4	1.7

Scholastic Achievement of Migrant Children

That migrant children are, on the average, over-age for their actual school grade placements is only half the story. The project received scores from achievement and reading tests given to some of the migrant children while they were in Texas. A common remark noted by Texas school officials concerning achievement tests is that the migrant children's late entry and early withdrawal did not permit the administering of achievement tests to them at the scheduled time. Only about half (75) of the educational assessment forms for migrant children had posted the results of achievement and reading tests.

The quality and quantity of the data on scholastic achievement of migrant children received by the project seriously limit the kind and level of statements that may be reliably put forth. Without considering possible errors stemming from the tests themselves or their administration and processing, a limitation placed on the results for comparative purposes is that different types of tests were used, namely, American Schools Achievement Test, California Achievement Test, Iowa Tests of Basic Skills, Gray-Votaw-Rogers General Achievement Test, Metropolitan Achievement Test, and the Stanford Achievement Test. Since we want to compare the grade placement of the children based on their achievement test scores with their actual school grade placement, all related to their pertinent ages, it is evident that a large number of cases is needed to reveal a clear and reliable distributional pattern. Furthermore, we do not have enough cases for any single type of achievement test to make comparisons. Considering these limitations of the quality and quantity of data, it is obvious that our comments are judgmatic.

The scores from the tests used strongly suggest that the migrant children involved are not only over-age for their grade placement, but that most of them are not achieving at the grade level in which they are placed. At the same time, about 14 of the 75 children were performing at a level consonant with their actual grade placement. Occasionally, one observes scores for an exceptionally bright child. For example, one nine year old child actually placed in the third grade scored 5.8 in reading, 8.4 in language, 5.6 in arithmetic, or a total score of 6.6 on an American Achievement Test. This particular child was actually placed in grade 3-1 of which the principal said: "Our grades are divided into sections on the basis of achievement test scores, teacher's grades, teacher's opinions, and chronological age. Our number 3-1 section is the best one (for the third grade)." But on the other hand, and typical of most children under-achieving in their actual grade placement, a 14 year old child actually placed in the 4th grade scored 2.7 in reading, 4.5 in language, 3.8 in arithmetic, or a total of 3.9 on an American Achievement Test administered in April 1962. Again, a 12 year old actually placed in the 4th grade scored 2.7 in reading, 1.1 in language, 3.2 in arithmetic on a Metropolitan Achievement Test. These cases illustrate the range of scholastic achievements of the migrant children still officially in school.

Chapter 7

EDUCATIONAL NEEDS, INTERESTS, AND MOTIVATIONAL CHARACTERISTICS OF THE CHILD OF THE AGRICULTURAL MIGRATORY LABORER

An average (1952-1962) of 11,000 agricultural migrant workers enter Wisconsin to engage in the production of seasonal crops. A majority of these are Spanish speaking people who enter the migrant stream from the southern tip of Texas. Data indicate that in 1962 the 10,785 migrant workers entering the state constituted 729 work groups. As indicated in another section of this report it is clear that agricultural migrants coming to the state of Wisconsin are primarily family groups bringing with them large numbers of children. Data gathered in this study indicate 5,098 children under 16 years of age were expected to enter Wisconsin with their migrant parents in 1962.

Taking into account the ethnic-lingual background, the life style of the migrants dictated by their almost continual movement from mid-March to mid-December, and the fact that these families engage in seasonal agricultural activities to supplement an extremely low annual income, one can distinguish a configuration of characteristics which identify these people as a unique sub-cultural group in American society.

The basic assumption underlying this phase of the study was that children of agricultural migrants involved in seasonal migration from one section of the United States to another during a major part of the year, and as a consequence involved in a life style substantially different from non-migrant children of similar socio-economic background, would have unique educational needs, interests, and motivational characteristics.

A substantial literature exists supporting the assumption that children from sub-cultural groups tend to reflect the values and life style of that sub-cultural group. The child of the agricultural migrant, then, living in a sub-cultural group as defined by economic and ethnic-lingual criteria ought to reflect these cultural differences through unique educational needs, interests, and motivational characteristics.[1]

If it could be determined that the child of the agricultural migrant did in fact present such a deviation in needs, interests, and motivations, any attempt to develop an effective educational program should reflect such divergent needs.

Although the major effort of this research project was directed toward a replication and refinement of the predictive technique, it was felt that an exploratory study into the problem of educational needs, interests, and motivational characteristics should be made.

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[1] **Kaplan, Bert, Studying Personality Cross-Culturally, Evanston: Row, Peterson, and Co., 1960, 687 pp.**

The research team decided that preliminary interviews with personnel having close contact in formal school situations with children of the agricultural migrant might prove the most fruitful.

Data from the Wisconsin Employment Service indicate that approximately 5,000 children of school age accompany their parents to Wisconsin each year. Data from other sources indicate that some migrant families arrive in April and do not leave until November or December. From these facts, it was concluded that a relatively large number of these children are in attendance in Wisconsin schools during a part of the academic year.

The researchers felt that teachers in schools where children of migrants were in attendance might provide a valuable source of data for this exploratory study.

The Wisconsin Department of Public Instruction uses no pupil accounting procedures which distinguish between migratory and non-migratory pupils. All are considered resident children. As a consequence, it was difficult to determine in which schools these children were enrolled and what specific teachers had experienced close educational relationships with them.

The predictive technique described more fully in another place in this report proved to be a valuable means of locating these teachers. The data from the Migratory Labor Employment Records (369's) indicate the destination and expected time of arrival of migrant workers. In addition, the 369's also indicate the number of school age children accompanying each crew. From these data it was possible to locate areas of concentration of migrant families in Wisconsin.

Letters were written to county superintendents of schools in counties where it appeared migrant children might be in attendance. A total of 14 county superintendents were contacted. From these, the investigators received the names of 21 teachers who in the recent past or in the current academic year had had migrant children in their classrooms. An interesting finding was that in two cases the county superintendent indicated there were no migrants in his county, yet subsequent investigation indicated there was a relatively large concentration of them. This might suggest that some teachers having migrant children in their classrooms have been left out of this sample. No way was found by the investigators which could guarantee the inclusion of all teachers in the state who had migrant children in school during the regular academic year.

Letters were written to each of the 21 teachers requesting interviews. In cases where interviews were not possible, questionnaires were mailed requesting information on the following:

1. Are there any special educational needs which children of agricultural migrants have which are different from those which resident children have?

2. In general, what are the attitudes of these migrant children with whom you work toward school, teachers, and resident children?

3. What contact have you had with the migrant parents? What kind of attitude do they have toward teachers?

4. Have you discovered any special abilities or skills these children have which distinguish them from resident children?

5. What method or techniques have you used which would be especially valuable for other teachers working with migrant children?

6. Are there any comments you would make which might be helpful in developing an educational program for these children?

Questionnaires were returned from 16 of the 21 teachers. Supplementary interviews were held with three of the 16. Because of the low number of interviews, data from the questionnaire only are reported in the tables. Supplementary comments from the interviews are included at another point in this report.

Limitations of this Study

The data presented here represent the initiatory stages of a highly complex study. The investigation of motivation, self concept, attitudes, etc., require highly sophisticated tools and research skills. It is hoped that at another phase in this research of educational programs for migrant children a more systematic and reliable study can be designed to explore more deeply these aspects of the problem. In a sense, then, these data can be considered an attempt to delineate areas of concern which might be fruitful of further investigation.

Any research which draws conclusions from opinion only takes great risk because of the vast number of variables which may operate undetected at a given moment in human behavior. In the data presented no account is taken of the length of experience, training, or skill of the teachers involved. No limits were set relative to the number of years a respondent has worked with migrant children or the actual number of migrant children present in a class in a given year. Further, no account was taken of the special capacities of children about whom the remarks were made. Consequently, the data presented here can produce no conclusion which can be inferred to the total group of migrant children in Wisconsin schools.

Within these limitations, the following summary of responses is presented. Teachers were asked, "What special educational needs do children of agricultural migrants have which would distinguish them from resident children?" The responses to this question varied in length and in depth, but it was possible to catagorize them under headings presented in Table 20.

It is clear that the majority of the teachers felt that, on the basis of their experience, the migrant child was generally below expected grade level placement. These data in general agree with that reported by Thomas in 1961 where he found 93.7% of the population studied were from one to six years retarded.[2] In the present study, no attempt was made to determine the number of years of retardation which existed.

Table 20

SPECIAL EDUCATIONAL NEEDS OF MIGRANT CHILDREN REPORTED BY TEACHERS IN WISCONSIN

SPECIAL NEEDS	NUMBER REPORTING	PERCENT REPORTING
Below Grade Level in General Achievement	14	87%
Below Grade Level in Specific English Language Skill Achievement:		
Reading	6	37
Speaking	6	37
Spelling	5	31
Writing	3	19
Below Grade Level in Arithmetic Achievement	2	13
Lacking in Social Skills	2	13
Lacking in Dependent Study Habits	2	13
No Special Educational Needs	2	13

It was felt that identification of specific areas of retardation was more significant for purposes of this study. As indicated in Table 20, the areas involved in English language skills were most frequently reported as areas of retardation. Teachers responding indicated that the Spanish-speaking background presented a major difficulty in the effective teaching of English language skills. The majority of the migrant families coming to Wisconsin are from Texas and are Spanish speaking.

It is apparent from the data presented here that these teachers do not feel that the migrant children in their classes presented any major problems relative to arithmetic, social skills, or study habits. One teacher reported a general inability on the part of these children to work independently, but this was not a general reaction from the majority of the teachers.

In response to the question relating to special attitudes displayed by children of the agricultural migrant toward school, the responses suggest that these children have an excellent attitude toward the school, teachers, and resident children. None of the 16 reporting teachers indicated that these children displayed an attitude or behavior which caused the teacher difficulty. On the contrary, the reports indicate that children of agricultural migrants

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[2] Donald Thomas, op. cit., p. 28.

were "eager to learn and enjoyed their studies". Three teachers indicated that older children (12 to 16) were absent more frequently and although cooperative and courteous in school did not display the enthusiasm which was consistent in younger children. One teacher indicated that the older children knew they were in school for a short time and did not work. A conclusion which may be drawn from these limited data is that children of agricultural migrants perceived the expectations of teachers relative to politeness and courtesy and conduct themselves in a manner which gained approval.

The research team felt that an area of potential investigation which would shed light on the attitudes of migrant children would be the attitude of parents toward school and teachers. Such an attitude would be reflected in response to conference appointments, child attendance at school, home work, etc. The data reveal that parents of migrant children enrolled in Wisconsin schools are cooperative and interested in their child's education. Fourteen of the 16 teachers responding indicate parents are cooperative in all contacts with the school. Five of these teachers indicated, however, that parents of older children were not as conscientious in regulating children's attendance as parents of younger children. One reason for this might well be the necessity for older children to contribute to the family income through work in the fields and orchards. Although child labor laws prohibit the employment of children under 16 in certain activities, there are obviously violations occuring. Two of the teachers indicated that they had no contact with the parents. This might suggest that the family was in the district a short time or that the school felt no need to contact the parents. In either case, there is no evidence to suggest disinterest on the part of the parents.

In response to the question concerning special academic abilities possessed by migrant children, there appears to be no pattern discernable. Nine of the 16 teachers responding indicated they could recall no special abilities or talents. Three of these respondents emphasized the necessity to view these children as "normal healthy kids with the same distribution of skills as regular children". It is interesting to note that two teachers mentioned the migrant child's rare talent in music and two others his special talent in art. Social studies materials for the elementary grades have traditionally depicted the Mexican as a gay "happy-go-lucky" individual singing and dancing attired in a costume of bright colors. It is difficult to determine from these reports how influencial this unsophisticated conception of the Texan-Mexican may be in the responses received from teachers. This notion of the artistic and musical talent of the migrant child appears again and again in casual subjective appraisals of the general skills and abilities of the migrant child. An important area of investigation might well be a determination of the distribution of such abilities. Among other traits mentioned as special skill areas are arithmetic, physical coordination, geographical knowledge, and ability to follow directions.

Several of the teachers reporting indicated they had only two or three migrants in their classes for a short time, and it was not possible to appraise them sufficiently to identify special abilities. This circumstance might suggest that special abilities of migrant children are not recognized nor developed because of the frequency of movement and short duration of enrollment in a particular school. Data from inspection of approximately 600 Migratory Labor Employment Records (ES 369) reveal that children of migratory laborers were resident in from two to five different school districts during the regular

academic year 1961-62. There is no way to determine from this form how many moves may occur during the months the child is resident in his home state. Precise data of this sort would prove valuable in the development of sound educational programs for migrant children.

The investigators attempted to discover the utilization of special techniques or materials which had been used by Wisconsin teachers with migrant children. Other than giving the migrant child an opportunity to describe his travels and to speak Spanish to the class (a procedure reported by two of the 16 respondents) no special techniques were used. Two reported that it was "important to keep them busy". It could be discerned from the responses that in the main teachers were receptive to the children and attempted to make the migrant feel wanted, but did not feel the necessity or responsibility to develop unique educational techniques and materials for them. Two teachers suggested individualization of instruction and placing a child at his achievement level regardless of record of grade placement at previous schools as techniques which seem to prove valuable.

It seems apparent that migrant children enter a school in Wisconsin and "fit" the general program of the school with relatively little attempt on the part of teachers to fit the curriculum, techniques, or materials to the special needs of the child. It may be that further investigation will reveal no special need for the modification of educational programs to fit the migrant child. However, in view of the existing literature related to educational needs of culturally different children, this would not appear to be the case.

Part III

ORGANIZED ACTIVITIES FOR MIGRANT WORKERS IN WISCONSIN COMMUNITIES

This part of the report is concerned with the extent of community organized activities being carried on in Wisconsin, the nature of these activities, and problems attending the establishment of educational programs for migrant children.

Chapter 8

COMMUNITY ORGANIZATIONAL ACTIVITIES FOR MIGRANTS

Of the 10,785 migrant workers who came to Wisconsin in 1961 only 23.4 percent took a second or third job within the state. This indicates a relatively fixed population of migrants in local communities and as a consequence should provide opportunity for the planning, development, and execution of programs, including education, to assist the migrants and their children.

The Wisconsin Industrial Commission Report for 1924-26 dealing with child labor legislation points up the problem associated with the employment of children in respect to "interference with attendance at school, the lack of careful supervision, long hours, and in some instances unsuitable or harmful work and lack of proper sanitation and housing."[1] It can be assumed that such problems existed to some degree at least until the late 1940's although specific references to them are not available. In 1949 the Governor's Commission on Human Rights "strongly advocated the community participation approach to migrant labor problems and programs."[2]

Another report of the Commission indicates that successful community projects had been carried out in Wisconsin in Fond du Lac, Racine, Sheboygan, Door, Columbia, and Oconto counties.[3] Although specific details of these activities are not given in the report, at least one is described as educational and having produced successful results.[4]

Literature relating to community organization and action by rural sociologists, cultural anthropologists and social workers fairly clearly delineates principles of successful community action and tends to support the community organization approach advocated by the Governor's Commission on Human Rights.[5]

Recognizing the relatively early beginnings of state-wide concern for the migrant and his children and the commitment to community organization as a

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[1] Wisconsin Industrial Commission, Biennial Report of Wisconsin Industrial Commission, Report for 1924-26, Madison, Wisconsin, The Commission, 1926, p. 38

[2] Governor's Commission on Human Rights, Recommendations to the State Migrant Committee on Human Relations and Religion, Issues In The Community, mimeo Feb. 1957. p. 1

[3] Barton, Rebecca C., The Relationship of the Governor's Commission on Human Rights to the Migrant Labor Problems in Wisconsin, (mimeo) Madison, Wisconsin; The Commission, Feb. 1954, p. 3.

[4] Loc. cit.

[5] See the work of Loomis, Kaufman, Lane, Evan listed in bibliography

means of solving migrant problems, the research team felt it important to discover the nature and extent of such activities existing in the State. Further the researchers were interested in discovering the degree to which such activities were organized into some cohesive system on a state-wide basis.

Although there was no source of information relative to the localities having community organizations for migrant workers, the Governor's Commission made available to the investigators a list of people who had been active in support of legislation enabling the establishment of summer schools at the local school level.[6] The assumption was that if active community organizations existed they would be supportive of legislation which would assist the child of the migrant in satisfying his educational needs. A further assumption was that individuals who had supported such legislation would be members of community action programs for migrants or would at least know of their existence in their communities. Twenty-nine names were included on the list procured from the committee. Letters were mailed to these people requesting information on the following questions:

1. To what extent is there an organized county or local committee in your area working on migrant affairs?
2. What was the specific nature of your activities during the past year?
3. What specific plans are being formulated for extension or continuation of your activities in the area of migratory laborer's problems?
4. To what extent has this organization been involved in educational activities?
5. What procedures would you suggest a community follow if they were to develop a committee to assist in the problems associated with the agricultural migrants?

Responses to these questions were received from twenty-seven of the twenty-nine individuals on the list; however, several of these responses gave the names of other individuals to whom letters had been sent as persons who could more properly respond to the questions. Such referrals reduced the number of responses concerning specific programs to thirteen. Examination of these responses indicated that actually only ten community organization programs were described. Several individuals on the original list, although living in different sections of the county, were members of a county-wide committee and described the activities of a common program. Others, while living in particular counties according to the address on the original listing participated in a program having its focus of action in an adjacent county. The results of the survey, then, showed only ten programs operating in thirty-one of the counties having heavy concentrations of migrants. No attempt was made at this point to include work done in Wisconsin communities by the Roman Catholic Church or the Wisconsin Council of Churches, a Protestant council. These data revealed that in only three of the counties was there a community organization program which involved representatives of the social, religious, health,

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6 cite Bill 48A to explain this reference

educational, industrial and/or governmental agencies of the communities. All other committees described were religiously oriented and although they may have had membership representing a wide range of interests and associations they were not "community" organizations in that they represented specialized interests. For example, of the ten programs described only 3 could properly be classified as community programs as Lindeman defines the term.

> Community organization is that phase of social organization which constitutes a conscious effort on the part of a community to control its affairs democratically, and to secure the highest services from its specialists, organizations, agencies, and institutions by means of recognized interrelations.
>
> The essential problem of a community organization is to furnish a working relationship between the democratic process and specialism. The democratic process expresses itself or is personified in the total community membership. The specialist expresses himself or is personified in the division of labor which produces highly skilled persons and agencies, organizations, or institutions, equipped to do one thing effectively ...[7]

This suggests, then, that programs developed in Wisconsin communities are for the most part of the non-community organization type. There is no intention to indicate that such non-community organization activities are ineffective in the solution of migrant problems; rather considerable success has been associated with the work of these groups.

In order to get a more complete picture of the extent of local programs for migrants in Wisconsin, requests were made of the Wisconsin Council of Churches and the 3 Migrant Apostolates of the Roman Catholic Church in Wisconsin, viz., Green Bay, Milwaukee, and Madison. Results of these inquiries indicated that the programs of the Wisconsin Council of Churches had been described in the responses of individuals previously contacted, but the activities of the Roman Catholic Church had not. Twenty-one additional programs were added to those already identified making a total of thirty-one programs identified as operating in Wisconsin.

Table 21 indicates the extent of organized activities being sponsored and carried on by various agencies and organizations during 1961-62. The survey shows that the most extensive work being done in Wisconsin is that of the Roman Catholic Church. The Catholic Church indicated that programs exist in twenty one of the thirty one counties reporting migrant workers. The various Protestant activities in cooperation with Wisconsin Council of Churches ranks second carrying out projects in 7 counties. In the case of both the Protestant and Roman Catholic activities there may be many individual distinct projects being carried on in various parts of a particular county but these are not reported separately. Table 21 further indicates that although the community organization approach seems desirable for the solution of social welfare and educational problems, relatively few counties or communities have such organizationsat present.

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[7] Lindeman, Eduard C., The Community, New York: Association Press, 1921, pp. 173, 139.

Table 21

LOCATION AND SPONSORSHIP OF ORGANIZED ACTIVITIES TO ASSIST MIGRANTS IN WISCONSIN COUNTIES:

1961-1962

County	Community Organization	Non-Community Organization	
		Protestant Church	Roman Catholic Church
Barron			
Brown			x
Calumet			x
Columbia			x
Dane			
Dodge		x	x
Door	x	x	x
Dunn		x	
Fond du Lac			x
Green Lake			
Jefferson			x
Kenosha			x
Kewaunee			x
Langlade			
Manitowoc	x		x
Marquette			x
Milwaukee			x
Monroe			
Oconto			x
Outagamie			x
Ozaukee			x
Portage			x
Racine		x	x
Sauk			
Sheboygan			x
Vilas			
Walworth			x
Washington	x	x	x
Waupaca		x	
Waushara		x	x
Winnebago			x
Totals	3	7	21

Chapter 9

NATURE OF ACTIVITIES CARRIED ON BY WISCONSIN MIGRANT ORGANIZATIONS

As one would expect from the predominant type of sponsorship of migrant programs reported, the major emphasis was religious in character. However, this religious emphasis was manifested through a wide variety of activities which could be categorized under the following headings: Religious; Recreational; Social Welfare; Health; Educational.

For purposes of this study there is little need for elaboration beyond a statement of the specific activities relating to each of these categories.

Religious Activities

Religious services, catechetical instruction, confirmation, and baptism would be included under the religious activities offered the migrants. It is interesting to note that in several reports, interviews, and conferences dealing with the programs established to assist the migrant mention was made of the actual and potential problems relating to religious conflicts between Protestant and Catholic groups. The indication is that such conflict hampers the total effort of both groups and limits the effectiveness of existing programs. A more detailed discussion of this conflict will be presented at a later point in this report.

Recreational Activities

Under the category of recreational activities one finds such things as family nights, teen dances, picnics and fiestas, softball tournments. The tendency seems to be toward more family-type activities in all events including sports. The above listed programs seem to be common to all programs reported in the state.

Social Welfare Activities

The category Social Welfare includes a broad range of activities relating to the general security of the migrant family. It is difficult to separate Social Welfare from Religious Activities in many instances because of the motivation behind the total programs carried on by religious groups. In general, the following activities have been classified as social welfare activities:

1. Provision of legal counsel in matters relating to social security and workman's compensation.
2. Sponsorship of clothing and household furnishing sales
3. Sponsorship of Spanish language radio broadcast of news and personal interest items.
4. Investigation of child neglect, criminal cases involving migrants, etc.

Health Activities

Again it is difficult to separate those activities which might be labeled Health Activities and those labeled Social Welfare. In general there is a similarity of activities offered in all of the programs developed to assist the migrant in various parts of the state. Such activities include: demonstrations and instruction in purchasing, preserving, and storing of foods, support of legislation relating to sanitation and housing facilities, provision of health kits and layettes, first aid instruction and provision of nurses and doctors in emergency situations.

Educational Activities

In order that some standard be used to discuss the provision of education for migrant children through existing programs, the investigator arbitrarily defined an educational program as follows: any program which provides a range of subjects normally found in a school program, taught by professionally trained teachers and enrolling children from kindergarten through 6th grade shall be considered as an educational program. Such a definition would account for variations in subjects offered because of the peculiar needs of the student enrollment as well as the ages of children available for school. Under certain circumstances a program might be available for children of certain ages, but would not be attended by them because of work in the fields, orchards, or baby-sitting responsibilities. Under such a definition a program designed primarily to provide religious instruction, but which incidentally added reading or arithmetic would not be considered an educational program. In addition, many of the activities which are programmed under headings such as recreation, health, social welfare, although educational, would not be included under the definition given.

Of the thirty-one programs existing in Wisconsin all but one indicated some form of educational activity being carried on. These educational activities ranged from Escuelitas lasting from ten days to two weeks and consisting of Bible stories, simple crafts and singing to full-day programs consisting of language arts, social studies, arithmetic, science, music, art and physical education and enrolling children from 5 years old to twelve years old.

Applying the criterion arbitrarily set in this study only 4 of the reported programs would properly be classified as educational. Of these 4, one was the Demonstration Summer School at Manitowoc, Wisconsin described in a report by the Governor's Commission on Human Rights.[1]

The remaining 3 schools were sponsored by the Roman Catholic Church at Endeavor, Belgium, and Sturgeon Bay, Wisconsin.

In general the 3 schools operate on the same format. Children of the Roman Catholic faith are picked up by bus at the migrant worker's camps and returned home by bus in the evening. These programs are operated principally for Catholics but are open to non-Catholic children if parents want their children to attend. Under such circumstances these children would be excused from religious instruction. There is no indication that non-Catholic children have been in attendance at any of these schools.

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[1] Governor's Commission on Human Rights, Education on the Move, Part II Report of 1961 Demonstration Summer School of Migrant Children in Manitowoc County Wisconsin, Madison, Wisconsin: The Commission, 1961, pp.28.

The program consisted of regular secular subjects including language arts, with special attention to written and spoken English, arithmetic, art, music, social studies, science, and physical education. Two of the programs operated for the full day beginning at 8:30 and dismissing at approximately 3:00 while one began at 8:30 and dismissed at 12:00. Tuition, books, and luncheon in all cases were free to the migrant and the total budget was borne by the sponsoring diocese. The facilities used were those of the regular parochial school operating during the academic year and staffed by professionally trained teachers who were nuns and who were assigned by seminarians and postulants.

The enrollment in each of the 2 full-day schools was between 80 and 100 although in a taped interview with 2 of the directing priests of the Sturgeon Bay School, the enrollment was indicated at 245 with an average attendance of 100. The official report of this same program, however, listed the enrollment at about 100 with an average attendance set at about 80. The half-day program at Belgium, Wisconsin enrolled 47 students with an average attendance of 25 children. The disparity in attendance may be accounted for by virtue of the kind of work done by parents, the age composition of the migrant children, as well as other factors. These details were not available, or in subsequent reports of the school's activities.

A certificate was issued to each child who had been in attendance a given number of days (this varied from school to school) on which was noted an evaluation of the student's work during the summer session. This report was designed to inform authorities of the local school district in Texas or in other schools attended during the regular academic months of the year.

Demonstration Schools

During the summer months of 1960-61-62 demonstration schools have been conducted under the sponsorship of the Wisconsin Governor's Commission on Human Rights in cooperation with existing community migrant agencies and this research project. Although the research team had no direct responsibility in selection, location, hiring teachers, and defining curriculum or other details, it seemed desirable to finance in part such projects so that an on-going demonstration school would be available for observation and testing of materials and methods. As indicated above, the demonstration school at Manitowoc was reported in a separate bulletin published by the Commission. The demonstration school at Lake Mills conducted in the summer of 1962 was also sponsored by the Governor's Commission on Human Rights, the Lake Mills Public Schools, and this research project. Miss Marilyn Ravenhill, a graduate student in education, writing her Master's thesis on the education of migrant children, lived in the Lake Mills school district and had conducted interviews with the parents of the migrant children who would be attending the school. The Governor's Commission and the research team felt she would be an excellent choice as a teacher in this project. Interviews were held with Miss Ravenhill, the superintendent of schools, Mr. Ervin Stankevitz, members of the Programmed Learning Center at the University of Wisconsin-Milwaukee, and the investigators. The research team did not take any supervisory authority in this program, but merely contributed a portion of the finances necessary to operate the school.

The report of Miss Ravenhill and the observations of the investigators concur that the facilities were ill chosen. The school was an abandoned one-room rural school located approximately two miles from the migrant camp. The school had no running water, no inside toilet facilities and was inadequately lighted. Perhaps the most disturbing factor relating to the selection of this facility was the fact that it had been used as a "segregated" school for migrant children during the regular academic year. Resident children in the area were transported by bus to the schools of nearby Lake Mills. This situation created resentment on the part of the parents of the migrant children according to Miss Ravenhill, and was an influencing factor in school attendance, during the experimental program. "We were very disappointed because we are not treated as other Americans" was a statement of one parent quoted by Miss Ravenhill as representative of the attitude of most parents.

Despite the parental attitude and the generally inadequate facilities, the teacher assembled materials and equipment and the program began operating on June 18, 1962 with 14 students.

Following is a typical day's schedule of activities.

9:00-10:30 Reading. At this time each child had an opportunity to read a book with the teacher and discuss it with her. If the child who was reading so desired, other children could listen also and join in the discussion. This created additional interest in books. The biggest problem in connection with this type of reading program was in obtaining materials. Many of the children are far below grade level in reading skills and especially in reading comprehension.[2] For this reason, numerous books on the pre-primer, primer, and lower grade levels were needed. The best source of these materials proved to be the Instructional Materials Center of the University of Wisconsin, Madison. Books that were especially liked were: Stories to Remember (Laidlow), Sailor Jack and Homer Potts, Cowboy Sam and Miss Lily, The Buttons Go To The Zoo, and Dan Frontier.

10:30-11:00 Recess.

11:00-12:00 Spelling and Arithmetic. These subjects, too, were individualized to a great degree. The Laidlow series was used in spelling. Much time was spent in developing the idea that certain letters of the alphabet stand for certain sounds, and it is often easier to spell a word if one listens for these sounds. In arithmetic the Winston series was used for grades three through six, Two by Two for the second graders and teacher-prepared number sheets teaching the numbers 1-10 for the first grade. Follow-the-dot number sheets were also good for the lower grades. By encouraging them to say the numbers out loud as they worked, the children learned the names of the numbers in English as well as number sequence.

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[2] See Nancy Southwell, "Curriculum Guide to a Reading Instruction Program For the Migrant Child," in Appendix G

-12:30 Lunch. Since there was no lunch program, the children had to bring their lunches.

-1:15 Reading. During this time the children who were not reading with their teacher were busy completing spelling and arithmetic assignments. In the morning reading had been mainly for comprehension. In the afternoon the time was spent mainly on skill building techniques. Exercises suggested by Lyons and Carnahan "Phonics Workbooks" and the Hay-Wingo Teacher's manual were very useful. On several occasions the whole group participated in the exercises presented on the Scott-Foresman Phonics Filmstrips. These filmstrips were also useful as a vocabulary-building device.

2:00 Actually, it is difficult to assign a name to this period. The interests of various children and of the group as a whole were explored at this time through the media of reference books, filmstrips, and records. How people live in other countries, dinosaurs, and zoos were three popular areas of interest. The Classics for Children records and the Encyclopedia Britannica film strips series were particularly helpful. During this time literature was discussed via film strips as well as stories read aloud by the teacher. "Old Yeller", "Cinderella","Snow White", and "Toby Tyler" were the favorite stories to act out. Field trips were planned and accounts of group experiences were written during this period. Using English was stressed.

2:30 Recess. To the casual observer it must seem that a lot of time is devoted unnecessarily to recesses. However, one must understand that little or no play equipment is available to the children at the camp in which they live. The swings, merry-go-round, teeter-totter, and balls and bats at the school are greatly appreciated by the children. When the amount of time during the school day was allotted to recess was not so great, children would come to school before eight o'clock just to play.

3:00 Art and Music. Crayons, finger paints, colored chalk, construction paper, pottery clay, and decorative enamels were five media used very successfully for art projects. This was one area in which the children as a group really excelled. Many showed extraordinary ability. Three favorite songs learned were "Waltzing Matilda,""Yellow Rose of Texas," and "This Old Man." Dancing was also attempted but there was no satisfactory place in which this could be done.

From a review of the schedule presented above one can see that much of the instruction was on an individualized basis. This resulted in part from a special competency of the teacher, the nature of the educational needs of the pupils as appraised by the teacher, and the relatively small number of pupils at each achievement level. In a post-session interview with the teacher it was learned that the individual instruction technique was a valuable procedure and could be used with larger numbers of children as well. The desirability of this approach to instruction seems consistent with reports of other teachers in Wisconsin having had children of migrant workers in school and might well be the focus of continuing research on the education of migrant children.[3]

A fundamental aim of the program was to provide non-academic activities which could provide enrichment to the program. A carefully planned schedule of trips and visitations was arranged by the teacher and included the following:

Types of Non-Academic Activities

1. Work tasks at school to develop skills in planning and cooperation.
2. Field trip to Madison, Wisconsin including visit to state legislature and meeting Gaylord Nelson, Governor of the State of Wisconsin.
3. Visit to Milwaukee, Wisconsin Public Museum.
4. Visit to Milwaukee Zoo.
5. Visit to Aztalan State Park to complement discussion of Wisconsin history.
6. Visit to local parks and beaches.

The original planning of the program included a systematic testing program before and after the experimental session to be conducted by personnel from the school system. Such testing was not carried out and as a result no objective data are available relating to growth of students. Informal evaluation by teacher and the research investigator indicated that children made valuable gains in skills, attitudes, and understandings. Miss Ravenhill summarizes this point in her report when she says, "...the summer could hardly be described as any other than an outstanding learning experience for all involved."

During the summers of 1961 and 1962 this research project cooperated in sponsoring two pilot educational programs. In neither case was the research team responsible for the initial phases of the planning as for the selection of teacher, program, materials, or location of the program. Observations of these two pilot programs result in the following:

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[3] See National Society for the Study of Education, 1962 Yearbook On Individualized Instruction

1. Experimental programs which will provide data on educational needs, interests, attitudes, and achievement of migrant children must be developed in areas where there are large numbers of children available for the study.
2. Such programs should be operated on a budget equal proportionately to that used in establishing regular educational programs.
3. Control of the program should be maintained by one "authority" to insure the systematic gathering of data.
4. Comparative data should be gathered on matched groups of children of migrants in Wisconsin having and not having the experimental program experience.

Chapter 10

SOME PROBLEMS ATTENDING ESTABLISHMENT OF EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRANT WORKERS

As indicated above, information concerning the nature and extent of community activities related to the problems of the agricultural migrant and his children was gathered through questionnaire and interview from 29 individuals who had indicated association with such activities. Each of these persons was asked his opinion of the means of establishment and make up of community organizations which might eventually assist in the development of educational programs for migrant children. Twenty-seven responses were obtained and although there is no means of determining to what extent these 27 represent the entire population which might have been sampled, there is indication that these responses represent a substantial part of the total number of persons in the state who are aware of and concerned with the migrants' problems.

Migrant Education Legislation

During the years 1961 and 1962 when these data were being gathered, a bill, 48A, relating to the authority of school districts to conduct summer school or permit residents to attend such schools and the establishment of a system of state aids for such schools was introduced into the legislature. The bill received favorable support and became a part of the Wisconsin Statute (40.19) (Chapter 572 of the Laws of 1961).

The intent of this legislation was subsequently interpreted by the Department of Public Instruction of the State of Wisconsin in a document of that office dated April 18, 1962, as follows:[1]

> The State Department of Public Instruction has been advised that children of migrant workers are eligible to enrollment in regular and summer school courses. Such migrant children are resident children and the school district shall report them as such and will qualify for state aid for such children enrolled in a summer session.

In a subsequent letter to school districts in the state of Wisconsin, Angus B. Rothwell, Superintendent of Public Instruction, further emphasized the necessity to include migrant children in the local summer school as well as regular school programs. In this letter, Rothwell stated,[2]

> "...it is important to recognize that the migrant children are considered as resident children for school purposes and it is our hope that your program will recognize their specific needs and that worthwhile educational opportunities will be presented for this segment of your school population."

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[1] Dept. of Public Instruction, State of Wisconsin, Summer Session Regulations, mimeographed. Madison, Wis.: The Department, April 18, 1962, p. 1.

[2] Letter to Wisconsin School Districts from Supt. Angus B. Rothwell, State Supt. of Public Instruction of the State of Wisconsin, dated May 3, 1962.

In view of the passage of this permissive legislation and the consequential interpretation of the residential status of children of migrant workers the researchers felt that the logical development of summer school programs for migrant children would be through their inclusion in the regularly established programs by local school districts. A review of the areas of concentration of migrants in Wisconsin indicated that these were in predominantly rural sections of Wisconsin and were areas which had supported and would be likely to continue to support the pattern of early dismissal of school and the avoidance of summer school programs in order that children might be available for farm labor. For example, Mr. Armand Kueter, former superintendent of schools in Manitowoc County in an interview with members of a visitation team from the Governor's Commission on Human Rights and the Governor's Committee on Migratory Labor stated,

> "...operation of a school by the ____________ district would not be likely in view of the fact that this is a very rural area with limited interest in summer schools by rural residents at this time."

In another interview with a leader in migrant activities in Waushara County it was reported that a problem facing the establishment of summer schools was the widespread opposition of pickle growers to the idea of children's going to school and not being available to work in the fields.

Although there are no data at present to indicate the extent of such attitudes on the part of people controlling the schools in areas where migrant children are concentrated, the general knowledge gained by the research team through field study interviews would support these statements. It would appear that an important role of a community group organized to facilitate the establishment of educational programs available to migrant children would be the inducement of power-holding individuals and/or groups to support such programs.

School District Reorganization

Another problem closely associated with the legislation permitting the establishment of summer programs is that of consolidation of school districts in the state of Wisconsin. For many years in Wisconsin, as in other states, there has been a growing dis-equalization of educational opportunity between rural and urban areas of the state and has been in part, at least, responsible for increasing effort to consolidate small rural school districts into larger districts. For example, in 1950 there were approximately 5,500 individual school districts in the state of Wisconsin. At the most recent accounting this number had been reduced to 700. Such a dramatic reduction in school districts implicitly suggests an equally dramatic shift in local school control, local identification which is frequently associated with the local school, and loss of status as a result of losing or having a diminished voice in school affairs. Again, although there are no data to support these latter suggestions, impressions given through field interviews would tend to support the validity of such statements.

One might expect that in view of the resistance to consolidation in general, one would expect to find an accompanying resistance to new programs such as summer schools. This seems to be supported by statements made by individuals in areas where migrant activities are at present underway.

State Aid

A third major problem relating to the passage of this permissive legislation is the factor of state aids. In several interviews the subject of "insignificant amounts" returned to school districts through state aids was mentioned. One person reported, "It is very unlikely that summer schools can be initiated in 1962 in light of the strong opposition of the growers and the rather unimportant role state aids seem to play as an impetus to local school boards for setting up summer schools." In general, state aids would be returned to local school districts on a formula paying approximately $65 per student in average daily membership.

Religious Conflict

Repeatedly in discussions with local leaders of migrant activities the subject of religious conflict between Protestants and Catholics has been raised. Each group has accused the other of proselytizing, lack of cooperation, and general antagonism.

As indicated above the major activities sponsored in Wisconsin communities for the welfare of migrant workers have been on the whole undertaken by religious groups and often these activities have been carried on in the same communities. For example, the research team taped interviews with the Protestant ministers and the Roman Catholic priest in a Wisconsin community in which both groups were carrying out educational activities. It was apparent from remarks made during the interview and through subsequent correspondence that serious conflict existed. For example, a letter from the Roman Catholic priest referring to a visit made by the research team to a "day school" sponsored by a Protestant group indicated that the group of children attending the school had purposely been increased over regular attendance for our visit. Further substantiation of the conflict existing between the groups can be seen in a letter from the Migrant Apostolate of the Catholic Diocese of Green Bay to persons assisting in the migrant program. The letter states,

> "The full resources of the Diocese will be used to insure that Catholic migrants preserve and nourish their spiritual life during their stay in our area. We are convinced that our present efforts are more than sufficient to attain these goals. Reluctantly we have had to multiply activities in the degree that efforts to alienate Catholics from their faith have intensified. It would be with even greater reluctance and foreboding that we would be compelled to further increase these efforts. But since the preservation of the faith must be our primary burden, we can and shall adequately meet every challenge with the full force at the disposal of the Diocese. For example, it may become necessary to petition growers to grant us equal facilities to open Catholic day schools in camps where Catholic children are under non-Catholic religious instruction and we would have to use every legitimate means to obtain that privilege."

Notonly do Catholics feel this antagonism, but Protestants as well are aware of conflict and deteriorating relationships between the Protestants and

Catholics. In a report of interviews between a visiting team of the Governor's Commission on Human Rights and local leaders of Protestant activities relating to migrant affairs it was reported that there was a lack of cooperation from Catholic priests and organizations in the county. It was further reported that the Catholic program for migrants in ________ County consisted primarily of preparing children for Communion and Confirmation. In another interview it was stated that "the Protestant-Catholic relations are worsening in this area as a result of migrant programs and that this represents a problem for the cooperation which is important for promoting summer schools for migrant workers in respective school districts."

Of the 27 persons responding to questionnaires relative to the question, "What suggestions would you give for the development of a community organization to develop an educational program for migrant children?", 22 mentioned the necessity to have cooperation between religious factions. In general the feeling was expressed that a publicly supported program of education for migrant children would ease tension between Protestant and Catholic groups because religious instruction would be "out in the open" and would not be concealed behind the guise of educational programs.

It seems apparent to the investigators that religious education is a major motivation on the part of Roman Catholics as well as Protestants for establishing so-called "educational activities". Although the Roman Catholics have provided a more extensive program of education than the Protestants, by their own admission the major purpose of their activities is the nurturing and preservation of the faith of the Catholic migrants. It is clear that the Protestants feel similarly for those migrants who are Protestants or who have no church. As a consequence, it would seem desirable that educational activities be sponsored by a non-sectarian agency such as a local public school board. Such sponsorship would give opportunity for religious groups to carry on their religious training through programs not related to education as normally defined.

Chapter 11

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The conclusions and implications for practice and further research of this phase of the study of the education of children of agricultural migratory workers are summarized under the six categories enumerated below.

I.

Lack of knowledge of the number, location, arrival time, and duration of stay of agricultural migrant children, which is necessary for making overall educational and logistical assessments as components of planning a sound educational program, no longer need obstruct officials and educators who wish to move ahead with educational programs for migrant children.

A. This study has demonstrated the feasibility of anticipating the number, location, arrival time, and duration of stay of interstate seasonal agricultural migrant children in a given state. Populational questions may be answered without incurring costs of special census counts or field surveys of the agricultural migrant population. In fact, an official administrative apparatus already exists which may aid in answering questions about the size, distribution, and selected characteristics of the agricultural migrant population, and specifically of persons under 16 years of age. Such questions may be answered through an analysis of data acquired by a state employment service in connection with its participation in the Federal Annual Worker Plan.

The operation of the Federal Annual Worker Plan may yield at least two sets of data on the agricultural migrant for a given state in a given year; namely, (1) the expected migrant population, based on a tabulation of data on groups identified as destined for work in a given state, and (2) the actual migrant population, derived from a tabulation of data on work groups actually registered in a given state during a specified period. The particularly desired set of data on the migrant population will continue to depend upon the nature of the problem and when the data are needed.

1. The data on the expected migrant population may be fed into the project before the arrival of the migrant population in the state and enable the monitors to keep a close tab on the size and timing of the stream of migrants with respect to their places of origin and destination. The primary weaknesses of such data obtains from the unanticipated changes in the employment itinerary of some work groups. Data received by the project for the past two years disclose an overstatement of the expected population of migrant children as compared with the population of migrant children actually registered. The strength of the set of data on the expected migrant children population lies in its signalling the occurrence of events -- i.e., the presence of migrants -- before their actuality. Again, it is in linkage with this set of data that information is acquired on the expected arrival into Wisconsin of specifically named migrant children.

2. A second set of data on the actual population of migrant children in Wisconsin in a specified time period may be based on the registrations, of times in the places of work as well as in the district seasonal offices, of work groups by personnel of the state employment service. More particularly, it is said that approximately 95 percent of the migrants who come to Wisconsin are enumerated by the state employment service. Obviously these data provide a more accurate estimate of the number of migrants in Wisconsin during a given year than those based upon expectations. Moreover, these data may be subjected to the same kind of analysis as conducted for the set of data on the expected population of migrant children in particular. The value of the latter analysis depends upon the extent to which the spatial and temporal patterns and the numbers of migrant children disclosed for the immediately past year may be reliably utilized to anticipate similar events and patterns for the next succeeding year.

B. The migrant population herein discussed is restricted to domestic migrants who travel across a state line into Wisconsin, i.e., interstate domestic seasonal agricultural migrants. We followed this procedure in Wisconsin because it, unlike other states such as Texas, California, and Arizona, has a negligible number of permanent residents who move within the state "following the crop". Even so, the small number of children of agricultural migrant workers who are residents of Wisconsin participate in the educational programs of localities in the state in which they reside when regular schools are in session.

1. A total of 14,456 persons comprised the domestic agricultural migrant population in Wisconsin in 1962 as reported by the Wisconsin State Employment Service through the operation of the Annual Worker Plan. Of the total migrant population, 10,785 migrant workers in 729 work groups were employed in seasonal agricultural activities and related food processing. The remainder consisted of 3,671 migrant children under 16 years of age who accompanied the work group. For Wisconsin, approximately one-fourth to one-third of all domestic migrant individuals are children under 16 years of age. The ten year average (1952-1962) of seasonal agricultural workers employed yearly in Wisconsin is 11,000.

2. The vast majority of these individuals, comprising a segment of the mid-continent stream, originated or came directly from the state of Texas. They are Spanish-speaking migrants born in the United States of Mexican ancestry. In fact, in 1962 8,376 workers in 639 groups were Spanish-speaking migrants from Texas. Although migrants originated from Mississippi, Missouri, Arkansas, Louisiana, by far the greatest number of migrants who came to Wisconsin claimed Texas as their home state. Wisconsin is one of several states which draw upon the large reservoir of agricultural farm labor from the southern tip of Texas.

A significant characteristic, especially for educational programs of migrants coming to Wisconsin, is that much of the movement involves single families or groups of two or more families moving together. Groups comprising a single family constituted 399 of the 729 units and an additional 298 groups were composed of two or more families. The single family groups comprised 2,194 workers and 1,106 children under 16 years of age; crews comprising two or more families accounted for 8,184 workers and 2,565 children. Only 32 units were non-family which represented 407 workers, predominately male, and no children. For every ten adult workers, there were three migrant children under 16 years of age. In the single family groups, the ratio was approximately two adult workers to one child under 16 years of age. From these data based on the actual registration of work groups, it is clear that migrants coming into Wisconsin are primarily of the family type. Hence, it is this particular type of work group which accounts for the large proportion of children accompanying the work groups. According to field observations, the family work groups come almost exclusively from Texas. The crews from Missouri, Louisiana, and states other than Texas appear to be composed of adult workers.

C. Based upon the information sent to Wisconsin from other states participating in the Annual Worker Plan, a total of 5,098 migrant children under 16 years of age was expected to arrive in Wisconsin during 1962. Parenthetically, an average of 71.9 percent of the workers adhered to their pre-season schedule from 1956 to 1961 inclusively. A steady gain was made from 64.8 percent in 1956 to a high of 85.5 percent in 1960, then a decline to 64.8 percent in 1961. Thus the 3,671 migrant children who were actually registered in Wisconsin during 1962 are reasonably consistent with the proportion of the 5,098 expected migrant children who would adhere to the pre-season schedule in Wisconsin.

1. There were at least 28 Wisconsin localities expecting to receive 25 or more migrant children in 1962. This represents a gain of five localities over the corresponding figures for 1961. Areas expected to receive 75 or more children in 1962 were Almond, Belgium, Berlin, Ellison Bay, Hancock, Hartford, Green Bay, Kewaunee, Montello, Oconto, Plainfield, Red Granite, Sister Bay, Sparta, Sturgeon Bay, and Wautoma.

Migrant children, according to our tabulations, were expected to be distributed in about a third of the state's 72 counties. However, closer examination of the data reveal that, while the distribution of migrant children in the state is extensive, high density areas of migrant children are localized. The majority of the migrant children were expected to be in Door, Waushara, Oconto, and Marquette Counties.

2. The distributional pattern of migrant workers relates positively to the distribution of commercial crops requiring out-of-state labor. However, the distribution of migrant children is more closely related to areas where commercial crops are grown which permit the employment of family groups.

3. The temporal pattern of the movement of agricultural migrant children is shown by the total number of children expected to enter Wisconsin each month from other states. Children begin to trickle into the state around late April and the number of newcomers more than doubles with each succeeding month until the peak is reached in July. The number of new arrivals decreases sharply for August with practically no arrivals in September. The main time span of movement into Wisconsin is from May until August, with the greatest movement in July coinciding with the cherry harvest in Door County. Approximately 80 percent of the migrant children were expected to arrive in Wisconsin during July and August.

4. Approximately one-fourth of the migrant children come directly to Wisconsin from Texas. The rest of the children with Texas as their home state come to Wisconsin primarily via Minnesota, Montana, and North Dakota. After leaving Wisconsin, about one-third go directly to Texas. Most of the remaining children travel with their parents to the next places of employment in Illinois, Indiana, Ohio, and back to North Dakota before ending the migratory cycle in Texas.

II.

In addition to securing populational information at the aggregate level, specific information is needed for individual school-age migrant children. Hence, part of this report focused on a replication of the procedures for predicting the time and place of arrival in Wisconsin of specific migrant children and gathering educational information for them in advance of their arrival.

A. For the purpose of the replication, the upper limit of the possible coverage of children of migratory workers is restricted to their numbers counted on migratory labor employment records (ES 369's) sent to the project from the Texas Employment Commission via the Wisconsin State Employment Service.

1. It should be borne in mind that the upper limit of the coverage is subject to change because many of the work groups leave Texas without registering under the Annual Worker Plan. However, the covereage has improved since the initial study was conducted. In 1960, a total of 1,528 children under 16 years of age was tallied from the ES 369's sent from Texas; the total count jumped to 2,479 in 1961 and 3,040 in 1962. In other words, the Texas ES 369's alerted us to the arrival of 48.8 percent of the migrant children expected in Wisconsin in 1961; in 1962, the percentage moved up to 59.6.

2. More specifically, predicting the movement of specific children of migratory workers is confined to those school-age children whose names appeared on children-in-crew forms accompanying some of the ES 369's from Texas. All ES 369's from Texas did not have an accompanying children-in-crew form either because there were no children of school age in the work group or because the information was not available.

B. A total of 600 children's names, usable for our purposes, were listed on the children-in-crew forms accompanying some of the ES 369's sent directly from Texas. About 75 percent (448) of the children were verified at their expected areas of destinations in Wisconsin. As we had anticipated, the percentage of verification was better than the 66.1 percent verified in 1960.

C. While the analysis of the 1962 data shows an overall improvement in the verification of the arrival of specific school-age migrant children in specific locations at specific times, a similar gain is not shown for the sending in advance of educational information for migrant children listed on the children-in-crew forms. For test purposes, 342 educational forms were sent to schools in Texas, but 182 of them were not returned to the project. In short, 46.9 percent of the educational assessment forms sent to Texas were returned in 1962 as compared with 46.4 percent of those returned in 1960.

1. Nevertheless, of the 448 children verified at their expected locations in Wisconsin, 15.6 percent (70) had educational assessment data partially and/or fully completed on their educational assessment forms, about five percent (21) had their educational assessment forms returned from Texas with no information, and approximately 30 percent (133) did not have their educational assessment forms returned to the project. Moreover, half (224) of the children verified at their expected locations did not have inquiries made concerning their educational background.

2. On the other hand, one-fourth (152) of the children whose names appeared on the children-in-crew forms were not verified in the expected locations. However, educational assessment data were received for 40.1 percent (61) of them. But 5.3 percent (eight) of the children had their forms returned with no information and 32.2 percent (49) of their forms were not returned to the project. Finally, for about 22 percent (34), forms were not sent to Texas.

3. From another perspective, for the 600 eligible migrant children, 43.0 percent (258) did not have inquiries made of their educational backgrounds. In fact and with reference to the total cases, 21.8 percent (131) had educational assessment forms sent to Texas and returned completed and/or partially completed to the project; 4.8 percent (29) were returned from Texas with no information; and 30.3 percent (182) were sent to Texas but were not returned to the project.

4. In specifying no gain in the attempt to secure educational information, the shortcoming, in our judgment, stems not from the efficacy of the technique, but rather from the need to re-emphasize the importance of time. It is clearly seen that getting the educational information involves several operational steps. The ES 369's and children-in-crew forms have to be forwarded with the least amount of delay to the pertinent states, Wisconsin in particular. Then, the necessary educational assessment forms can be sent to the relevant schools prior to the end of the school term, thereby reducing the number of cases of "educational assessment forms not sent".

D. In terms of successfully predicting the arrival of specific migrant children in specific locations at specific times and for whom advance educational background information was secured, the places with a concentration of migrant children sufficient in numbers (25) for school purposes were: Baileys Harbor (28), Belgium (35), Berlin (30), Ellison Bay (28), Hartford (47), Montello (68), Sturgeon Bay (25), and Wautoma (68). This finding implies that at least eight educational centers might well be developed in Wisconsin with reasonable hope of continuity and due preparation.

III.

The educational assessment form appears to be a valuable instrument for gaining information needed for planning curricula, activities, and materials for educational programs for migrant children.

A. The data suggest that schools should plan for a population which is educationally retarded from one to four years, the range advancing with age.

B. The data reveal that inability to speak English well is a common pattern among children of Mexican-American migratory agricultural workers coming to Wisconsin. Furthermore, although one might ordinarily expect a high correlation between school grade and improved ability to speak English, this does not appear to be the case with the migrant children appraised through this study. One explanation of this might be the generally high rate of absenteeism from schools revealed through the educational assessment forms.

C. Evaluation of educational assessment data relative to the health of the migrant children reveals that such data provide little knowledge of existing health conditions due to the subjective nature of teachers' judgments. Such judgments together with field observations can be of some general assistance in planning medical and health programs but provide little useful medical data for specific children.

IV.

Supplementing the analysis of the educational assessment data and proceeding on two assumptions -- (1) that because of the lingual, socio-economic, and ethnic commonalities, and transitional life style of the Mexican-American migrants, they could be identified as a sub-cultural group, and (2) that children of such sub-cultural groups should reflect unique educational needs, interests, attitudes and motivations -- exploratory research was made to assist in identifying areas of concern for further investigation. In this connection, an attempt was made to identify teachers in the state of Wisconsin who had worked with migrant children during regular months of the school year. Twenty-one teachers were located who had had some experience teaching such migrant children either in the spring before summer vacation, in the fall after school began, or both.

A. Using a simple interview and questionnaire schedule, the following categories of information were investigated: (1) special educational needs of children; (2) attitudes of children towards school, teachers, and resident children; (3) attitudes of migrant parents toward school and teachers; (4) special skills and abilities of children; and (5) special instructional techniques and materials used. The responses to questions relative to these categories were received from 16 of the 21 teachers located.

The following summarizes their responses:

1. The migrant child is below grade level, particularly in the area of language arts, with special deficiencies in reading. This seems consistent with other studies investigating areas of retardation among children of the migrant worker.

2. The attitudes toward and level of cooperation with the school in general and teachers and resident children in particular seem to be very high. There was some indication that children who were close to working age exhibited some restlessness in school, but this resulted in no behavior problem from the responding teachers' points of view.

3. Parents of migrant children were in the main cooperative and receptive to teachers and school policies. There were some indications that parents of older children were not as conscientious in enforcing school attendance regulations as those of younger children.

4. There was no indication that migrant children exhibited any special skills or abilities which might might be attributed to cultural inheritance. The general opinion of the teachers questioned was that migrant children appeared to possess the same range of abilities and skills as that of resident children.

5. No special techniques or materials were used by teachers to assist these children. A few teachers utilized special group and individualized in-

struction; however, no general pattern was evident.

B. From the exploratory research several areas needing more intensive investigation were revealed. Among them are the following:

1. A more intensive utilization of the techniques developed in cultural and personality studies of Bateson, Benedict, Fromm, Mead, and others in order to determine whether a sub-culture of the Mexican-American really exists and to what degree we can expect a modal configuration of responses from children in such a group in terms of interests, attitudes, and motivations.

2. Having determined the existence of a modal personality among such children, an effort should be made to develop unique materials and course content to assist these children in reaching the general aims of American education.

3. Investigations should be made into the effects of programmed learning techniques, educational television, and other electronic systems of instruction to supplement the short-term education available to children of the agricultural migrant as a result of a transitional life style.

V.

An appraisal of community organizational activities related to migratory workers and their children in Wisconsin shows that past efforts have been dominated by sectarian groups. Most of the "educational" programs were geared to religious instructions. Frequently, such programs were abandoned after one season. A duration of one season also has characterized demonstration schools which generally have been outside the formal educational institutional structure. We recommend the institutionalization of educational programs for migrant children, whether such programs be parochial or public. Advantages of institutionalized education are enhancement and continuity of educational programs in communities under existing arrangements. Furthermore, financial support is insured through public auspices.

Probably more effective educational programs for migrant children may be achieved if religious support could be rechanneled into action to encourage public agencies to include migrant children in their programs or to prompt such agencies to pursue their objectives with more vigor.

In view of the observation of many unsuccessful late starts, it is worth repeating that the planning of community activities for migrants should occur far in advance of their arrival. Allowance in school budgets should be made early for the added enrollment of migrant children in schools during late spring, early fall, or even during special summer school sessions. Again, community organizations have to gain public support and prepare for their activities early in the year. One crucial reason is that growers and other employers of migrant workers are more likely to have time to listen and to take part in the initiation of community activities involving migrant children or the workers.

Insofar as farmers with large acreage under cultivation have enough need for labor to warrant the employment of additional workers, these same farmers are likely to be influential in their local communities if the latter are predominately rural. Farmers often influence local school boards, farm cooperatives, businesses allied with farming, and other enterprises to the extent that their interests and influence are directly or indirectly felt in bodies making policy decisions.

Again, as employers of workers with accompanying children, farmers are likely to come in contact with school officials concerning the attendance of the children during the regular school year. In such cases, the farmers may influence their workers who in turn may affect the attendance of their children at schools.

Employers can encourage parents to send children to school, cooperate with school officials, and not permit children to work. Employers can also leave the initiative to parents, pursuing a "hands off" policy. Parents may react by sending their children to school, especially if the former value education; on the other hand, parents may also react by showing little interest in the education of their children. It has been observed that migrant parents may show hesitance in sending children to school, or may not be informed of the opening of local schools. Here the encouragement and concern of the employer can be most beneficial. Even in the few possible cases where school boards or school officials are not too keen about the enrollment of migrant children, an employer can get some results by going to bat, so to speak, for his workers' children. Personal ties between growers and migrant workers are to some extent still prevalent. This is especially observed in Wisconsin where some migrant families have been coming back for a number of years to work for the same growers.

VI.

In closing, these suggestions are offered for further research and development:

A. A case study approach should be used to examine the type and extent of educational experiences during one year for a selected number of migrant children.

B. A demonstration school should be developed under the direct control of a research team which would include the selection of teachers, materials, and techniques with continual on-going evaluation.

C. Analysis, development, and testing of systematic procedures for exchange of educational information between schools attended by the migrant children in the migrant cycle should be attempted.

D. Systematic longitudinal evaluation of the correlation between parental attitudes toward educational achievement and actual educational achievement of migrant children should be launched. The same study might include an examination of the relationship between parental attitude towards educational achievement and the school drop-out rate of migrant children.

E. In view of the promise which the Annual Worker Plan shows in tracing the movement of migratory workers and their children, further exploration should be made in terms of developing a coding scheme for machine processing of data relevant for educational and health programs involving migrant workers and their children.

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3

APPENDIX

Clearance Crder No. ___________
(For Seasonal Agricultural Workers)

WISCONSIN MIGRANT RESEARCH PROJECT

Form X-59

Name of Crew Leader ____________________ Address ______________________________

Total Number of Individuals Under 16 Years of Age _________
(Todos niños de 16 años de edad o menos)

Name (Nombre)	Sex (Niño o niña)		Age (Edad)	Name of School Attended (Nombre de escuela)	Name of Town in Which School is Located (Nombre de ciudad)
	M	F			
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

WISCONSIN

BUREAU OF EMPLOYMENT SECURITY

Appendix B

1. NAME OF LEADER AND SOCIAL SECURITY NO.

2. CHECK ONE:
☐ CREW LEADER
☐ FAMILY HEAD
☐ OTHER

3. PERMANENT MAILING ADDRESS (STREET OR RFD, CITY, STATE) AND TELEPHONE NUMBER

4. NEW
REVISED

5. COUNT OF INDIVIDUALS
TOTAL NO. INDIVIDUALS ______
UNDER 16 ______
16 AND OVER ______
TOTAL NO. WORKERS ______
MALE ______
FEMALE ______

6. HOUSING REQUIRED
NO. OF FAMILIES ______
NO. OF UNATTACHED MALES ______
NO. OF UNATTACHED FEMALES ______

7. TYPE OF CREW (CHECK)
COMPLETE CREW ONLY YES ☐ NO ☐
SUPERVISES WORKERS YES ☐ NO ☐
TRANSPORTS WORKERS YES ☐ NO ☐
PAYS WORKERS YES ☐ NO ☐

8. TRANSPORTATION
PUBLIC CARRIER USED
NO. TRUCKS FOR HIRE
NO. OF TRUCKS
NO. CARS
NO. BUSES

9. EXPANSION OR EXPLANATION OF ABOVE ITEMS (GIVE ITEM NUMBER):

ENTERED WISCONSIN ON HIGHWAY

10. PATTERN OF EMPLOYMENT (SHOW PAST, PRESENT, AND FUTURE EMPLOYMENT; BEGINNING DATE; ENDING DATE; NAME, COMPLETE ADDRESS AND TELEPHONE NO. OF GROWER; AND CROP ACTIVITY).

MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER

11. TYPE OF ACTION REQUIRED:
☐ RESPONSE TO ORDER NO. __________
☐ INFORMATION ONLY
☐ VALIDATION
☐ REQUEST FOR ACTION
☐ OTHER SERVICES

12. ADDITIONAL EMPLOYMENT INFORMATION:

13. DISTRIBUTION:

14. WISCONSIN STATE EMPLOYMENT SERVICE
DATE __________
ADDRESS OF DISTRICT OFFICE __________
E.S. REPRESENTATIVE __________

Clearance Order No. __________

WISCONSIN MIGRANT RESEARCH PROJECT

Form Y-59
(Educational Assessment Form)

Date ______________________

Name of Pupil ______________________ Name of School ______________________

Name of Parent (or guardian) ______________________ Name of Town or School District ______________________

Age of Pupil ____________ Current School Grade Placement ______________________

ACHIEVEMENT TEST SCORE

Reading	Language	Arithmetic	Total	Name of Test	Date Test Given

Speak Spanish	☐ None	☐ Poor	☐ Fair	☐ Good	☐ Excellent
Speak English	☐ None	☐ Poor	☐ Fair	☐ Good	☐ Excellent
General Health Rating		☐ Poor	☐ Fair	☐ Good	☐ Excellent

Unique Problems (Please Comment)

Appendix D

Domestic Agricultural Migrants in Wisconsin--Counties Estimate to Have 100 or More at Peak of a Normal Crop Season (28 Counties)

County	Estimated Workers	Peak Population Persons[1]	Date of Peak	Estimated Span of Crop Season
Adam	100	140	Aug. 15	Aug. 1-Sept. 15
Brown	475	675	June 30	June 1-Sept. 15
Calumet	100	140	July 15	July 1-Oct. 1
Columbia	325	450	June 30	May 15-Oct. 15
Dane	150	200	June 30	May 15-Oct. 15
Door	4,500	6,300	July 25	July 15-Oct. 31
Fond du Lac	450	625	July 10	June 15-July 15
Grant	100	140	June 30	June 15-July 15
Green Lake	150	200	Sept. 15	June 1-Oct. 15
Jefferson	180	250	June 30	May 1-Oct. 15
Kenosha	650	925	Sept. 1	May 1-Oct. 31
Kewaunee	150	200	July 1	May 15-Aug. 30
La Crosse	100	140	Aug. 15	Aug. 1-Aug. 31
Langlade	400	550	Sept. 15	Aug. 31-Oct. 16
Manitowoc	100	140	July 15	July 1-Oct. 1
Marquette	200	275	Sept. 15	May 15-Sept. 30
Oconto	1,200	1,700	Aug. 15	July 15-Sept. 30
Outagamie	200	275	June 15	June 1-Sept. 30
Ozaukee	150	200	July 15	June 25-Sept. 30
Racine	180	250	Sept. 1	May 1-Oct. 31
Rock	80	110	Sept. 1	May 15-Sept. 30
Sauk	100	140	June 30	May 15-Oct. 15
Sheboygan	180	250	July 15	June 15-Sept. 15
Walworth	80	110	Sept. 1	May 15-Sept. 30
Washington	200	275	July 15	June 15-Oct. 31
Waukesha	150	200	July 15	June 15-Oct. 31
Waushara	3,800	5,300	Aug. 15	June 1-Sept. 30
Winnebago	150	200	July 15	June 15-Sept. 30

[1] Includes workers and nonworking dependents who travel with them.

Source: Data given on United States map of domestic agricultural migrants (United States Public Health Service Publication, No. 540, revised, 1960). Also see Table 59 in U. S. Congress (87th, 1st Session, Children in Migrant Families, A Report to the Senate Committee on Appropriations Submitted by U. S. Dept. of Health, Education, and Welfare, Social Administration, Children's Bureau, December, 1960.

APPENDIX E

DATA CARD ON MIGRANT CHILDREN

Clearance Order No. ____________

NAME OF PUPIL SEX AGE	NAME OF SCHOOL	LOCATION OF SCHOOL (Home Base)

NAME OF PARENTS	HOME ADDRESS

EXPECTED DATE OF ARRIVAL	DATE OF ARRIVAL	EXPECTED LENGTH OF STAY (WEEKS)	LOCATION OF MIGRANT CAMP

NAME AND ADDRESS OF EMPLOYER	NAME OF CREW LEADER

DATE X-59 RECEIVED	DATE Y-59 SENT	DATE Y-59 RECEIVED
		☐ Completed ☐ Partially Completed ☐ No Information

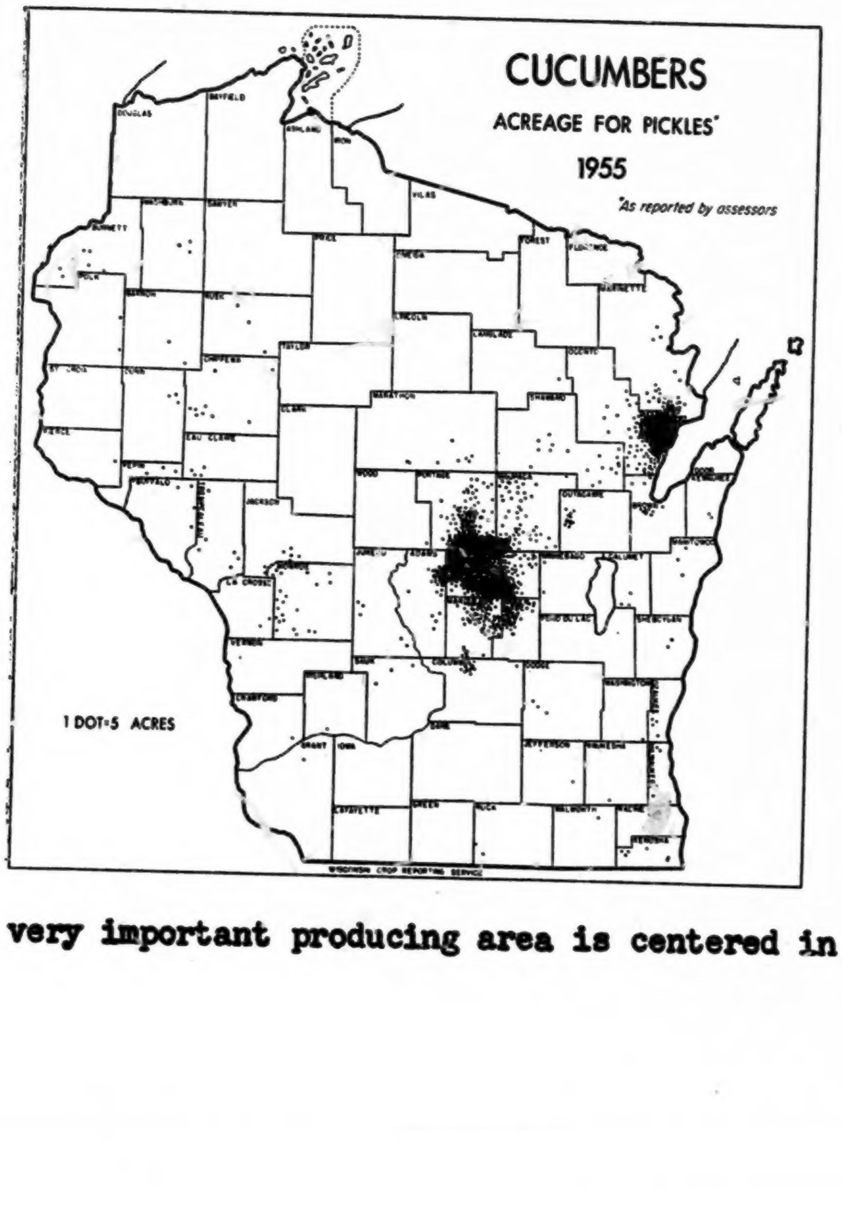
LOCATION VERIFIED	DATE	REMARKS
☐ Yes ☐ No		

Appendix F

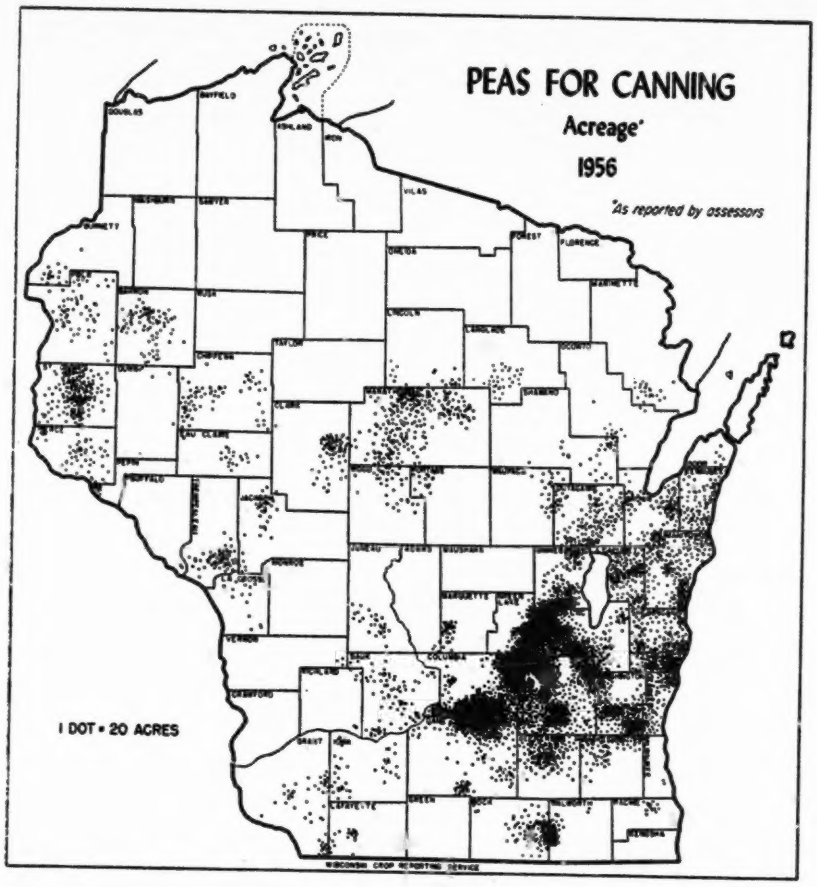
ACREAGE DISTRIBUTION OF SELECTED CROPS UTILIZING OUT-OF-STATE WORKERS IN WISCONSIN

Through the courtesy of the Wisconsin and United States Departments of Agriculture, we have been granted permission to reproduce maps of the acreage distribution of selected crops using out-of-state seasonal migrant workers in Wisconsin. In using these maps, it is to be borne in mind that the two main crop activities engaging migrant labor are cherries and cucumbers. A map of the distribution of cherry trees is not available but cherry trees are concentrated in Door County, one of the leading sour cherry producing areas of the country. While the acreage of sweet corn and peas is extensive, the pre-harvest and harvest operations have been almost completely mechanized. Consequently, little hand work is needed for the pea and sweet corn crops. The most recent map of sugar beet acreage is based on 1947 data. The acreage has diminished, and it was recently announced that the sole processor of sugar beets in the state was closing its establishment because of insufficient acreage of sugar beets. Hence, we can expect a drastic reduction of sugar beet acreage in 1962 and also of the labor used in that crop activity. We regret that maps of the acreage of vegetables, on which many of the migrant families work, are not available. It is noteworthy that the bean and potato crops have been mechanized and chemicals have been used to control the growth of weeds in some of the vegetable cultivation. Finally, the patterns of crop acreage distributions change, but gradually over the years.

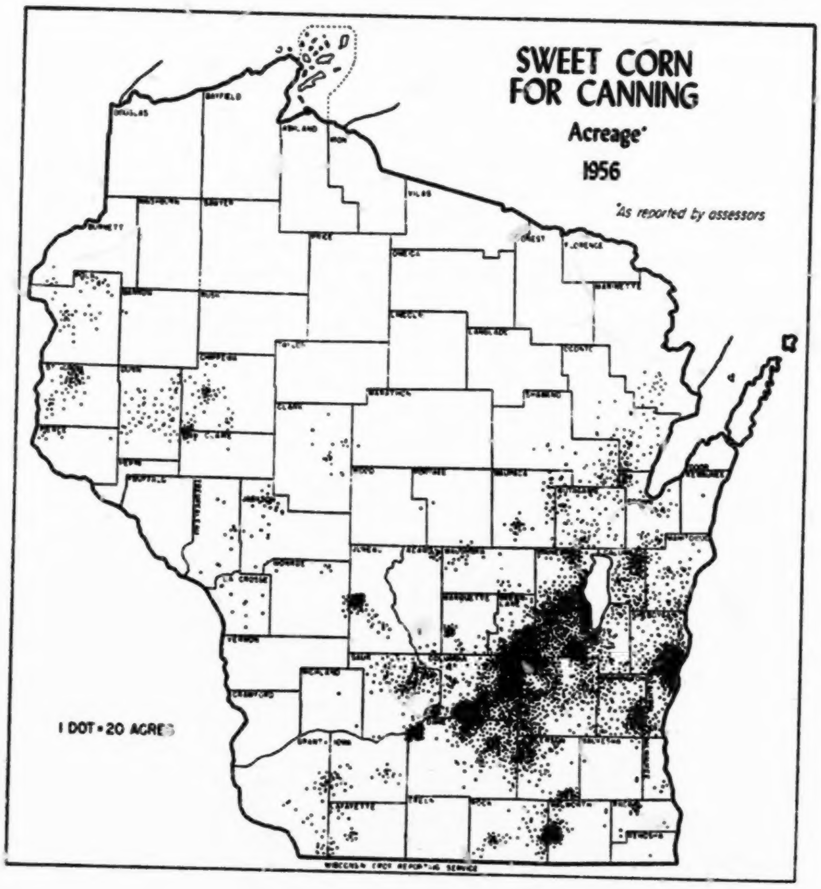
The growing of cucumbers for pickles is concentrated in two areas. Waushara and the fringes of adjacent counties represent one major producing area. Another very important producing area is centered in the southeastern



part of Oconto County. Source: Vere F. Bufton, Vegetables for Commercial Processing, Federal-State Crop Reporting Service, Wisconsin and United States Departments of Agriculture, Special Bulletin Number 71, August 1958, p. 50.



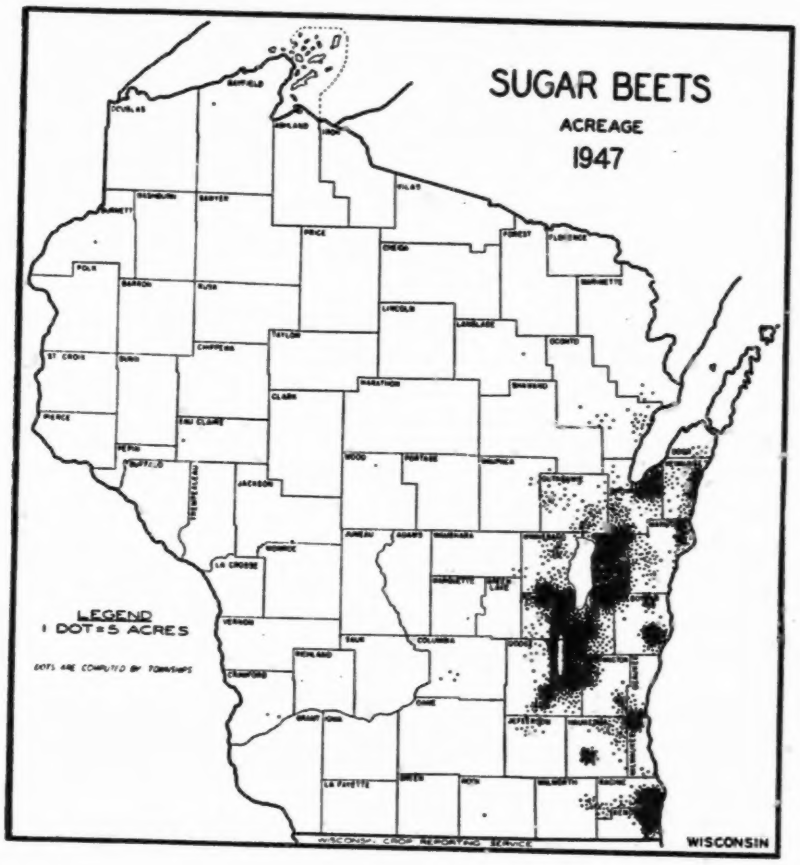
The production of canning peas is heavily concentrated in Dodge, Columbia, Fond du Lac and adjacent counties. Source: Bufton, op. cit., p. 34.



Sweet corn for canning is second to peas in importance among the

the vegetable crops of Wisconsin. Columbia, Dodge, and Fond du Lac Counties are the three leading counties producing the crop. Source: Bufton, op. cit., p. 38.

The following map of the acreage of sugar beets is based on 1947 data. The sugar beet industry in 1961 was smaller than it was formerly. As shown on the map, the sugar beet acreage was concentrated in the eastern part of the state mainly in Dodge County and extended north-easterly down the Fox River Valley to Green Bay. The other area was located in Racine and Kenosha Counties. Source: Wisconsin and United States Departments of Agriculture, Crop and Livestock Reporting Service, A Century of Wisconsin Agriculture, 1848-1948, Bulletin Number 290 (Madison, 1948), p. 50.


SUGAR BEETS
ACREAGE
1947
LEGEND
1 DOT=5 ACRES
DOTS ARE COMPUTED BY TOWNSHIPS
WISCONSIN CROP REPORTING SERVICE
WISCONSIN

The sole sugar beet processing plant located at Green Bay was closed at the end of the 1961 season. One of the announced reasons was a lack of sufficient sugar beet acreage planted by farmers. The harvest of sugar beets had been mechanized but the pre-harvest operations such as thinning, weeding, and blocking of the sugar beets were done by hands. For all practical purposes regarding the education of migrant children and unless the sugar beet industry is revived, we can omit the sugar beet crop as one of the crops attracting migrant workers and their children into Wisconsin.

APPENDIX G

CURRICULUM GUIDE TO A READING INSTRUCTION PROGRAM FOR THE MIGRANT CHILD

In order to establish a program in reading for the migrant child, a thorough understanding of his particular educational problems is essential. While these problems are not necessarily unique to the migrant child, the fact that they are usually all present at once in the primary age child is a serious block to the child's deriving full benefit from his education. Thus, care should be taken to meet their needs. The remedying of the problems is not a short term process; therefore, they must be considered when planning any educational program for the migrant child, particularly one of remedial reading.

Undoubtedly, the chief problem with respect to reading is the child's difficulty with the English language. This has been repeatedly brought out in teaching experiences with the Spanish-speaking migrant child in Wisconsin and other states as well.[1] The teacher of reading faces a double problem of introducing the English words and helping the child find the equivalent in Spanish so he understands the word. It is desirable but not necessary that the teacher know Spanish. The second problem is below level reading ability. Since the education of the migrant is frequently broken by constant moving, the average child is at least one grade level behind in reading ability.[2] This makes it necessary to find high interest, low vocabulary books to interest the child. Another problem is inadequate means of determining the migrant child's basic intelligence. Most group intelligence tests used by schools are based on reading skills which makes it difficult for the migrant child to indicate his innate capabilities. Most migrant children are not basically retarded, only educationally retarded. A fourth difficulty which handicaps the education of the migrant child is the shortness of his stay in the same school. Most reading programs, and educational units in general, are set up for a nine-month period, but the migrant child is rarely in the same school for that long a period. Thus, by leaving a school before the year or semester finishes, he does not receive full credit. Some migrant children also change location during the summer months depending on the crop demand.

These four general problems suggest several factors and instructional needs which should be incorporated into preparing a remedial reading program. First of all, there is a basic need for books that are of a high interest, low vocabulary nature, written at the experience and interest level of the migrant child. The normal basal reading series is not particularly useful since the low income, rural-oriented migrant child has little in common with, and little interest in, the Dick and Jane prototypes who live in white houses in a middle class town. To fulfill this need is a tall order since most book publishers on the elementary level aim their publications to the average students who have proceeded normally along the developmental reading program. In addition, books should have numerous pictures for the child to have the opportunity to use his English to explain the action of the pictures. To associate English words with pictures that they already know is especially necessary with the migrant child. The use of pictures in the reading text makes it possible to decrease the vocabulary needed to "read" the story. Work books should be used to aid both reading and writing. These should become the property of the child and thus could be taken home to show the parents that he was actually doing something in school.[3] Provision should be made, if possible, to procure special readers for the 7-12 years old non-reader. Motivational devices must be used to the highest degree, for if the child does not see the value or fun from reading, the success of a reading program will be severely undermined. Care must be taken to make an adequate and individual, if possible, diagnosis of the migrant child's educational level.[4] Finally, in establishing a reading curriculum, units should be planned for one to six week periods, no longer.

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[1] To cite only three instances, this was found to be a chief detriment to reading at Our Lady Guadalupe Catholic Mission School, August 1962, at Lake Mills Red Brick Schook, summer 1962, and at the 1961 Demonstration Summer School in Manitowoc County.

[2] Donald Thomas, op. cit., p. 32.

CURRICULUM GUIDE

The following guide has been prepared to aid school systems in establishing an educational program in reading for the migrant child. The special instructional needs and problems of the migrant child have been taken into account in selecting these remedial reading aids.

Books of low vocabulary and of high interest to the migrant

None of the major Midwest book publishers investigated publish any suitable reading series for the remedial reading problems of the migratory child.[5] The publishing company with the most suitable program seems to be The Steck Company.[6] Their primers, such as Up A Tree, by T. K. Smith, are available in vivid color and with animals as the main characters. This company also has available supplementary primers, the "Woodland Frolic Series", and adventure and cowboy stories. A second publishing company of interest is Laidlaw Brothers.[7] This company publishes a series, "Gateways to Reading Treasures", which includes one book each at the primer through sixth grade levels. This series uses pictures within the text, a variety of stories, and vocabulary that correlates with the basic readers of major publishers. Book No. 2, Stories to Remember, was used with success with migrant children at the Lake Mills Red Brick School, summer, 1962.[8]

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[3] Because of low educational budgets, particularly in summer school programs, the student does not always own his own materials.

[4] For diagnostic tests on the pre-primer through sixth level, consult Elizabeth Sutton, Knowing and Teaching the Migrant Child, National Education Association, 1960, pp. 55-56.

[5] Publishers investigated are those catalogued by the Instructional Materials Center, University of Wisconsin, Madison.

[6] The Steck Company, Box 16, Austin 61, Texas.

[7] Laidlaw Brothers, River Forest, Illinois.

The following books have been reviewed briefly and judged on their possible effectiveness for migrant children, and then arranged by topic. The list is by no means exhaustive, but since it was primarily prepared for use in Wisconsin, the books are all available in the Instructional Materials Center, University of Wisconsin, Madison.

Animal and Farm

Brown, Margaret Wise. The Little Farmer. William R. Scott, Inc., 1948. Grade 1, good illustrations, repetition good, story of a big and little farmer.[9]

Koch, Dorothy. When the Cows Got Out. Holiday House, 1958. Grade 1-3, good illustrations.

Palazzo, Tony. The Little Red Hen. Doubleday, 1958. Grade 1-2, good illustrations, well-known story.

Paull, Grace. Come to the Country. E. M. Hale and Co., (Cadmus), 1961. Grade 1-3, good illustrations.

Paull, Grace. Raspberry Patch. E. M. Hale and Co., 1941. Grade 3-4, good illustrations, little girl and mother pick berries.

Petersham, Maud and Miska. Circus Baby. E. M. Hale and Co., 1961. Grades 1-2, good illustrations, good repetition, elephants try to eat like clowns.

Cowboy and Indian

Frisky, Margaret. Indian Two Feet and His Horse. Children's Press, 1959. Pre-primer and Grade 1-2, young Indian boy.

Worcester, Donald. Lone Hunter's Gray Pony. E. M. Hale and Co., 1961. Jr. High, good for level stated.

Mexico and Texas

Fern, Elizabeth. Pepito's Story. Farrer, 1960. Grade 2-5, well-written, Spanish names, Spanish boy helps sick playmates.

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[8] Established as an experimental class and supported in part by the Wisconsin Center for the Education of Migrant Children, an outgrowth of the research supported by the Cooperative Research Branch, Office of Education, U.S. Department of Health, Education, and Welfare.

[9] Grade 1 refers to the reading level of the average first grade child.

Tarshis, Elizabeth Kent. The Village that Learned to Read. Houghton-Mifflin, 1941. Grade 6-jr. high. Excellent but few pictures, bullfighter Pedro learns to read.

Miscellaneous

Belting, Natalia M. Indy and Mr. Lincoln. Henry Holt, 1960. Grades 2-3, good illustrations, Mr. Lincoln saves Indy, a pig. Excellent for content and getting students acquainted with famous Americans.

Greene, Carla. I Want to be a Teacher. Children's Press, 1957. Grades 1-2, good illustrations, good content because of need to motivate migrant children to improve their educational level.

Additional sources are listed by publisher along with several examples of books especially suitable for the interests of the migrant child.

Webster Publishing Company.
    The Read for Fun series: Peter Johnson and His Guitar
        The Goat that Learned to Count
    Grades 3-5, good illustrations, others in series not as useful.

Harr Wagner Company.
    Jim Forest readers: mystery, forest ranger as main character, grades 4-jr. high
    Deep Sea Adventure series: Grades 4-jr. high, high interest with low vocabulary
    Morgan Bay Mystery series: Grades 5-jr. high, publisher's rating too low

Children's Press.
    *Once There Was a Kitten
    Johnny and the Monarch
    Number Men, pictures of numbers, then the words
        Grades 2-5

Benefic Press.
    *Dan Frontier, by William Hurley
    *Sailor Jack series by Elma and Jack Wasserman
    *Buttons Book series
        Grades 1-3

Beckley-Cardy Co.
    *Cowboy Sam series by Edna Chandler
        Grade 3, especially good for boys

D. C. Heath and Company.
    Rain and Shine, by Andra Wavle
        Grades 1-3, good for principles of elementary science.

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*Starred books and equipment were used with success with migrant children at the Lake Mills Red Brick School, summer, 1962.

Motivational techniques and teaching aids

1. Workbooks may be either purchased or made from ditto masters.
   *Phonics Workbook, Lyons and Carnahan Publishers

2. Phonics games are excellent to match picture cards with the same sounds.
   W. W. Dolch, What the Letters Say.
   Consonant and Vowel Lotto, Garrard Press.

3. Word wheels may be made by teacher or easily obtained from any educational source.

4. Flash cards build sight vocabulary.
   Dolch publishes English and Spanish sets.
   Teacher may construct with cut-up magazines using words from child's vocabulary and experience.

5. Old typewriters with pictures instead of letters on keys may be used.

6. Handmade or purchased tachistoscope may increase reading speed.

7. A dictionary and an encyclopedia, with pictures if possible, should be available. Elementary Spanish-English dictionary essential.
   My Little Golden Dictionary, Mary and Osswald Reed, is an excellent elementary dictionary.

8. Filmstrips are extremely useful for the child to learn to express himself in English about the pictures, Grade 1-6. Scott-Foresman Phonics Filmstrips.
   Encyclopedia Britanica: *Walt Disney series: Old Yeller
   Toby Tyler
   Cinderella

Conclusion

The problem of educating the migrant child is a newly-recognized one in American educational circles. Therefore, the research and study of this project and problem is just beginning. Schools must be encouraged to look into the situation and attempt to solve the problem of the migratory child as it affects them. The above report is but a preliminary study of the problem of reading programs for the migrant child. It is based on the premise that if schools are presented with some type of curriculum guide and information, they will be more apt to undertake the project of educating the migrant child. Administrators should not be told that educating the migrant child is the same as educating the average child in their school system, for it is not the same. But at the same time, they should not see the project as impossible because of inadequate resources and information. The education of the migrant child is a responsibility of a responsible society, and in particular, the school systems of Wisconsin.